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ABSTRACT

A set of prototype measures has been developed to measure students' understanding of content areas. Although the starting point has been history, the project has explored the use of a common model for assessment in geography and science as well. These prototypes are intended to provide models for users with assessment requirements who do not have the resources or desire to start the design process from scratch. Derived from a perspective that understanding requires the engagement of the learner with specific detailed content, each example uses concrete textual or graphical materials as part of its stimulus materials. The student's job is to explain, in writing, the meaning of the materials. Specifications are given for the history text materials, the history prior knowledge measure, and the history essay task, as well as the geography and science tasks. To date, the following nine complete sets of assessments that have been developed and tested are listed in separate appendixes with their essay scoring rubrics: (1) Revolutionary War (Henry-Inglis); (2) Revolutionary War (Paine-Inglis); (3) Civil War; (4) Depression; (5) General Immigration; (6) Asian Immigration; (7) Geography; (8) Chemistry; (9) Baking Task; and (10) Essay scoring rubric for history, geography, and science. Ten tables summarize test specifications. (SLD)

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Evaluation, Standards, and Student Testing

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Project 2.2: Alternative Approaches to
Measuring School Subjects

Prototype Specifications and Measures for Content-Based Explanation Skills

Eva L. Baker, Project Director

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Center for the Study of Evaluation
Graduate School of Education
University of California, Los Angeles
Los Angeles, CA 90024-1522
(310) 206-1532

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PROTOTYPE SPECIFICATIONS AND MEASURES FOR CONTENT-BASED EXPLANATION SKILLS

EVA L. BAKER AND DAVID NIEMI

Introduction

One outcome of this CRESST project is a set of prototype measures designed to measure students' understanding of content areas. Although starting with the subject matter of history, the project has explored the use of a common model for assessment in geography and science as well.

These prototypes are intended to provide models for users who have assessment requirements and who do not wish or have the resources to start the design process from scratch. With the specifications, models and scoring schemes, it is intended that the user can substitute her or his own content of interest, for example, the Reconstruction period, and develop assessment tasks that are suitable to the particular students taught and relevant to the goals of instruction.

These materials address the assessment of content understanding, and it is our belief that the materials included as models may provide templates for assessment design in a wide range of content and topics.

Derived from a perspective that asserts that understanding requires the engagement of the learner with specific detailed content, each example uses as part of its stimulus materials concrete textual and/or graphical material. The student's job is to explain, in writing, the meaning of the materials. The rhetorical structure that students are to use is not specified. Students are encouraged to approach the task from a contextualized role and to write to a particular audience. Furthermore, a key attribute of the assessment sequence is the requirement that students provide some measure of their background knowledge. This prior knowledge measure has two purposes: First, it is used as an abbreviated breadth measure, to give the assessor/researcher understanding of the level of content familiarity possessed by the students; second, it is

explicitly included (before the text-explanation writing sequence) to legitimate the students' use of knowledge resources outside of the provided text materials.

Details of model training sequences to help assessors score tasks derived from these specifications are included in another document (Baker, Aschbacher, Niemi, & Sato, 1992) available from CRESST.

One of the key objectives of CRESST's content assessment research has been the development of a specification strategy for performance assessments. From the outset, our intention has been to generate and test design constraints that would improve the generalizability of performance tasks. The strategy we adopted controls the cognitive demands of the task, the structure of the assessments, and the generation and application of scoring rubrics. Studies validating each of the elements of this strategy have been previously reported, using the criteria for validity described by Linn, Baker, and Dunbar (1991). Validated task specifications include the following: identification of the cognitive task domain, formats for presentation of materials, scoring schemes, and rater training procedures.

The demand for alternative ways to assess students' complex thinking skills rather than mere recall of facts has resulted in a dramatic increase in the development of new measures for use at the local or state level. When many new performance tasks are developed independently by different authors, the coherence of the tasks is of particular concern. That is, do supposedly similar assessment tasks tap the same intellectual processes?

Comparability among tasks is a less important issue in individual classrooms. Teachers have the obligation to use their own creativity and values in creating tasks that faithfully assess students in terms of their instructional experiences. However, student mobility may influence the need for comparability. But as soon as we move into the accountability realm, the concern for task comparability increases significantly. Whether we are looking at individual accountability (such as the certification of students at the end of high school), program evaluation, or state assessment, we are fundamentally interested in making comparisons.

When one makes comparisons, common measures must be used so that people can be compared fairly. And thus, critical elements of assessment tasks cannot vary at the will or whim of a teacher, school, or district. A common

template or framework must guide the development of such tasks. Such a template attempts to assure that assessment tasks share common features. Such a template is a set of assessment specifications.

Specifying Assessments

Specifications are explicit constraint statements that provide rules for the inclusion or exclusion of material in an assessment. The purpose of specifications is to permit the development of multiple, parallel assessment tasks that might be reasonably expected to assess students' subject matter understanding. The function of specifications is to control the behavior of the assessment writer or designer and to provide cues about desirable and acceptable content and structure. Obviously, in areas as rich and complex as American history, science, or mathematics, even stringent specifications will restrict only to a degree the range and focus of any assessment. The trick is to control the critical features of the assessment.

Our CRESST project used specifications to control the structure and content of assessment tasks. In fact, the development of specifications for the essay task consumed a good deal of attention; in particular, the creation of the scoring scheme was a critical enterprise. The specifications below were designed to generate new tasks comparable to those tested in CRESST studies. Specifications are provided here for the three major components of our assessment method, as noted in Table 1. The specifications given first are specific to our history assessments and can easily be adapted to other areas or different local constraints. Specifications for geography and science follow those for history.

Table 1

Assessment Components Requiring Specification

1. Text Materials
2. Prior Knowledge Measure
3. Essay Task

Specifications for History Text Materials

We developed the set of specifications shown in Table 2 to cue the selection of text for use in assessing history understanding of secondary students.

Table 2

Specifications for History Text Materials

Topic	• Must be a regular and significant part of the secondary school history curriculum (e.g., part of a framework or set of standards). • Must provide an issue that has implications beyond the particular historical period.
Text Structure and Form	• Must provide for contrasting views, explanations or contexts. • May use either a single piece or short contrasting pieces. • May be written in narrative or expository form. • Should be short enough to be read within a class period or less. • Must be written so that esoteric or technical discussions are minimal, special vocabulary is limited, and the author's point of view is clear.
Text Source	• Must use primary source historical materials. • Accepted pieces include letters, transcripts of speeches from major figures, editorials, excerpts from documents. • As a rule, provide only two major text selections. However, supplementary materials, including written personal reactions by historical figures, maps, songs, and other relevant material may be made available, so long as adequate time is provided for the students to explore the materials. You may tell the students that these materials are "required" or "optional." • Materials should not be edited except to excerpt sections from a longer piece.

Specifications for the History Prior Knowledge Measure

The strategy for the measurement of prior knowledge involved the use of a 20-item, short-answer assessment. The purposes for this measure are to: activate relevant prior knowledge for subsequent application in the essay;

measure students' relevant prior knowledge in the subject matter; and get a general assessment of students' knowledge of American history. Because the forms of prior knowledge can range from broad principles to specific facts, our specifications reflect these forms as well as our multiple purposes. The specifications are included in Table 3.

Table 3

Specifications for the History Prior Knowledge Measure

Stimulus Format	• Proper names, terms, numbers, and short sentences not to exceed eight words.
Forms of Knowledge	• Specific facts, events, dates, quotations, the names of principles or concepts.
Distribution	• Half the items should reference specific information, such as an event (Harper's Ferry Incident) and half of the items should reference concepts (states' rights) or principles (constitutionality). • At least two-thirds of the items should be relevant to the immediate historic period of the assessment (plus or minus 10 years of the date(s) of the texts). Topics for the remaining one-third of the items can precede or follow the period under assessment.
Directions to Students	• Students should be encouraged to respond rapidly and to write the essence of their understanding briefly. There are no requirements for form, for example, complete sentences.
Administration Constraints	• Approximately 20 items can be administered in a 10-15 minute period.
Scoring Scheme	• Responses are scored on a 4-point scale. Students are given a "4" if they have an accurate, elaborated definition, description or context for the stimulus term; a "3" if they are essentially correct; a "2" is assigned if they have some incomplete notion of the term; a "1" if they have no idea; and a "0" if they make no response.

Specifications for the History Essay Task

Specifications for the essay task focus on providing students sufficient cues for the type of answer desired, the form of the answer and the context for writing, including a description of the intended audience. These issues are encompassed in the essay task specifications in Table 4.

Table 4

History Essay Task Specifications

Essay Context—Writer's Role	• Students should be given a historical context to frame their written response, consisting at minimum of a time, historical period, and occupational role that they are to assume.
Essay Context—Audience	• The audience for the student's writing is specified to be a particular person in the same target historical period. The person must be uninformed of the content provided in the texts for some plausible reason, such as living abroad or returning from a long trip, to heighten the verisimilitude of the task.
Intellectual Task	• The student needs to prepare an explanation of the dispute or topic included in the text selection(s). This explanation requires the student to understand the viewpoints expressed, perhaps by comparing and contrasting perspectives using inference strategies, and to synthesize the explanation referring to both relevant text material and prior knowledge.
Directions to the Student	• Students should be given the directions that state the context and audience and cue them to critical format issues. The directions must underscore the need to use knowledge the student has acquired about history outside the text as well as in the provided texts.
Administration	• Directions can be printed at the top of sufficient paper for writing provided to the students. Students can also construct their answers using word processing equipment. • Students should have the text selections available to them as they write. • Students may be asked to complete the task in one class period (approximately 45 minutes), or they may be given a more extended period, including a chance to revise their work. In the latter case, students should turn in their work at the close of each period.
Scoring Scheme	• Essays should be scored in terms of the six scoring dimensions, General Impression of Content Quality, Prior Knowledge, Number of Principles or Concepts, Argumentation, Text, and Misconceptions, as described at length elsewhere (Baker, Aschbacher, Niemi, & Sato, 1992).

Following the use of specifications to generate comparable assessment tasks for periods of interest, such as Westward Expansion, the resulting draft

assessment tasks should be reviewed independently by at least one person judged knowledgeable on the topic. This review entails comparing the specifications and tasks to assure that the tasks conform to the particular constraints.

Geography Task Specifications

Table 5

Specifications for Geography Source Materials

Topic	• Must be a regular and significant part of the secondary school geography curriculum (e.g., part of a framework or set of standards). • Must provide an issue that has implications beyond the particular geographical detail in the problem.
Structure and Form of Source Materials	• Must require map reading and interpretation skills. • May use either maps alone or maps with supporting text. • Text may be written in narrative or expository form. • Maps and text should be readable within a class period or less. • A key to the information represented in the maps should be provided. • Form of maps and key must be standard and familiar to students; exotic or highly technical formats should be avoided. • Text must be written so that esoteric or technical discussions are minimized, special vocabulary is limited, and the author's point of view is clear.
Source of Material	• Must use maps illustrating important geographical features, patterns, or relationships. • May use texts supporting or supplementing information presented in the maps. • As a rule, provide no more than 10 maps and no more than two texts. However, supplementary materials, including written personal reactions by historical figures, tables, graphs, and other relevant material may be made available, so long as adequate time is provided for the students to explore the materials. Students may be told that these materials are "required" or "optional." • Primary source texts should not be edited except to excerpt sections from a longer piece.

Table 6

Specifications for the Geography Prior Knowledge Measure

Stimulus Format	• Proper names, terms, numbers, and short sentences not to exceed eight words.
Forms of Knowledge	• Specific concepts, facts, places, events, quotations, or principles.
Distribution	• Half the items should reference specific information, such as a place (Central America), and half of the items should reference concepts (population density) or principles (cultural determinism). • At least two-thirds of the items should be relevant to the immediate geographical context of the assessment. The remaining one-third of the items should be important geographic terms not directly related to the task context.
Directions to Students	• Students should be encouraged to respond rapidly and to write the essence of their understanding briefly. There are no requirements for form, for example, complete sentences.
Administration Constraints	• Approximately 20 items can be administered in a 10-15 minute period.
Scoring Scheme	• Responses are scored on a 4-point scale. Students are given a "4" if they have an accurate, elaborated definition, description or context for the stimulus term; a "3" if they are essentially correct; a "2" is assigned if they have some incomplete notion of the term; a "1" if they have no idea; and a "0" if they make no response.

Table 7

Geography Essay Task Specifications

Essay Context—Writer's Role	• Students should be given a specific, familiar context, including at minimum an audience and a role, to frame the written response.
Essay Context—Audience	• The audience for the student's writing should be a particular person in the specified context. The person must be ignorant of the information provided in the maps and texts for some plausible reason, such as missing instruction or returning from a long trip, to heighten the verisimilitude of the task.
Intellectual Task	• The student needs to prepare an explanation of the topic using the maps and texts. This explanation requires the student to understand the maps and the viewpoints expressed in the texts, for example by comparing and contrasting perspectives using inference strategies, and to synthesize the explanation referring both to relevant map and text information and to prior knowledge.
Directions to the Student	• Students should be given directions that state the context and audience and cue them to related critical issues. The directions must underscore the need to use knowledge the student has acquired about geography outside the source materials as well as to base the essay on the provided materials.
Administration	• Directions can be printed at the top of sufficient paper for writing provided to the students. Students can also construct their answers using word processing equipment. • Students should have the maps and text selections available to them as they write. • Students may be asked to complete the task in one class period (approximately 45 minutes), or they may be given a more extended period, including a chance to revise their work. In the latter case, students should turn in their work at the close of each period.
Scoring Scheme	• Essays should be scored in terms of the six scoring dimensions, General Impression of Content Quality, Prior Knowledge, Number of Principles or Concepts, Argumentation, Text, and Misconceptions, as described at length elsewhere (Baker, Aschbacher, Niemi, & Sato, 1992).

Science Task Specifications

Table 8

Specifications for Science Text Materials

Topic	• Must be a regular and significant part of the secondary school science curriculum (e.g., part of a framework or set of standards). • Must provide a problem that has implications beyond the particular chemical analysis.
Text Structure and Form	• Must provide a description of a chemical analysis. • May use either a single piece or short contrasting pieces describing the same analysis. • May be written in narrative or expository form. • Should be short enough to be read within a class period or less. • Must be written so that esoteric or technical discussions are minimal, special vocabulary is limited, and the author's point of view is clear.
Text Source	• May be a description of a chemical analysis demonstration or experiment. • The analysis described should require multiple tests. These may be different chemical tests used to identify the presence of one substance, or a set of tests needed to identify several different substances. • Descriptions of experiments may be taken from non-technical journals, newspapers, or equivalent sources. • Editing of published materials is to be avoided except to excerpt sections from a longer piece.

Table 9

Specifications for the Science Prior Knowledge Measure

Stimulus Format	• Proper names, terms, numbers, and short sentences not to exceed eight words.
Forms of Knowledge	• Specific facts, procedures, principles or concepts.
Distribution	• Half the items should reference specific information, such as a chemical substance (acid), and half of the items should reference concepts (density) or principles (conservation of energy). • At least two-thirds of the items should be relevant to the immediate experiment or analysis. The remaining one-third of the items should be important general terms unrelated to the specific context.
Directions to Students	• Students should be encouraged to respond rapidly and to write the essence of their understanding briefly. There are no requirements for form, for example, complete sentences.
Administration Constraints	• Approximately 20 items can be administered in a 10-15 minute period.
Scoring Scheme	• Responses are scored on a 4-point scale. Students are given a "4" if they have an accurate, elaborated definition, description or context for the stimulus term; a "3" if they are essentially correct; a "2" is assigned if they have some incomplete notion of the term; a "1" if they have no idea; and a "0" if they make no response.

Table 10

Science Essay Task Specifications

Essay Context—Writer's Role	• Students should be given a specific, familiar context, including at minimum an audience and a role, to frame the written response.
Essay Context—Audience	• The audience for the student's writing should be a particular person in the specified context. The person must be ignorant of the information provided in the texts for some plausible reason, such as missing instruction or returning from a long trip, to heighten the verisimilitude of the task.
Intellectual Task	• The student needs to prepare an explanation of the topic included in the text selection. This explanation requires the student to understand the procedures and explanations expressed in the texts, to use inference strategies to evaluate procedures and results, and to synthesize an explanation referring to both relevant text information and prior knowledge about chemistry.
Directions to the Student	• Students should be given directions that state the context and audience and cue them to related critical issues. The directions must underscore the need to use knowledge the student has acquired about chemistry outside the source materials as well as to base the essay on the provided materials.
Administration	• Directions can be printed at the top of sufficient paper for writing provided to the students. Students can also construct their answers using word processing equipment. • Students should have the text selections available to them as they write. • Students may be asked to complete the task in one class period (approximately 45 minutes), or they may be given a more extended period, including a chance to revise their work. In the latter case, students should turn in their work at the close of each period.
Scoring Scheme	• Essays should be scored in terms of the six scoring dimensions, General Impression of Content Quality, Prior Knowledge, Number of Principles or Concepts, Argumentation, Text, and Misconceptions, as described at length elsewhere (Baker, Aschbacher, Niemi, & Sato, 1992).

Prototype Measures

To date, nine complete sets of assessments based on our specifications have been developed and tested: six in history, one in geography, and two in chemistry (see Appendix).

The history assessments include two on the Revolutionary War period, one on the pre-Civil-War era, two on 19th-century immigration (Asian and general immigration), and one on the Great Depression. These are central topics in the California History-Social Science Framework (California State Department of Education, 1988).

Content experts and high school teachers have served throughout this project as co-designers, reviewers, and raters of the assessments. Validation studies using high school (and in one case, middle school) students have been completed and reported for all topics.

The history tasks have been most extensively tested: the Revolutionary War task in Michigan; the pre-Civil-War task in Illinois, Michigan, Ohio, California, and New Jersey; Asian immigration in two California school districts and New Jersey; general immigration in three California school districts and New Jersey; and the Great Depression in Ohio and New Jersey. Sensitivity to instruction of the Civil War and general immigration tasks was tested in a year-long study in three California school districts, La Cañada, San Diego, and Sylmar. A generalizability study of three of the topics—the Civil War, general immigration, and Asian immigration—was conducted in La Cañada. During the 1992-93 school year, we are studying the effects of the prior knowledge measure on essay performance in New Jersey and testing extended-time group and individual versions of the Asian immigration task in San Diego.

The geography tasks, piloted in California last spring, focus on patterns in early 20th-century immigration, using eight maps as source material illustrating population distributions for eight immigrant groups in the United States in the 1920s. The contextualized prompt asks students to "explain the most important ideas and principles" about these maps to a friend who has missed several geography classes.

The chemistry prompt is similar to that for geography: Students are asked to use what they know about chemistry to explain a particular type of chemical

analysis to a friend. Two versions of this task were tested in Ohio. One text, involving chemical tests for sugar in sodas, described the use of several different tests to distinguish diet from regular soda. A second text, on tests to identify baking ingredients, described an analysis requiring several different chemical tests to identify five distinct substances.

In the pages that follow, a complete set of our prototype measures is presented. For each topic, we provide a prior knowledge measure, a set of texts or other source material, and an essay prompt.

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Appendix

Nine Prototype Assessments and Essay Scoring Rubric

Prior Knowledge Measure
History-Revolutionary War
(Henry-Inglis)

Name _____

How Much Do You Know About U.S. History?

Directions: This is a list of terms related to U.S. history. Most of them are related to the period of the Revolutionary War.

In the space after each term, write down what comes to mind when you think of that term related to U.S. history. A brief definition would be acceptable, or a brief explanation of why that person, place or thing was important. If the term is general, such as "Civil rights," give both a general definition and a specific example of how the term fits into U.S. history, if you can.

Good Example: CIVIL RIGHTS—*Rights guaranteed to all citizens regardless of race, sex, religion, etc. Blacks fought for their civil rights in the 1960s. Martin Luther King, Montgomery bus boycott.*

Do not define the term by simply restating the same words.

Bad Example: SURVIVAL OF THE FITTEST—*only the fittest survive.*

Even if you are not sure about your answer, but think you know something, feel free to guess.

There are probably more items here than you will be able to answer in the time given. Start with the ones you know best, and work quickly so that you can answer as many as possible. Then go back and answer the ones of which you are less sure. Do not spend too much time on any one item.

1. unalienable rights _____

2. Thomas Paine _____

3. colonialism _____

4. Stamp Act _____

5. divine right of kings _____

6. Shay's Rebellion _____

7. Articles of Confederation _____

8. "taxation without representation" _____

9. boycott _____

10. Minute Men _____

11. Federalist Papers _____

12. "Give me liberty or give me death" _____

13. tariff _____

14. Tories _____

15. Parliament _____

16. Peace of Paris _____

17. tyranny _____

18. revolution _____

19. Boston Tea Party _____

20. Continental Congress _____

Texts
History-Revolutionary War
(Henry-Inglis)

Name _____

HENRY-INGLIS PASSAGES

In the time before the American Revolution there was a great deal of debate over whether the colonies should separate from Great Britain. Read the following passages to understand as well as possible what Patrick Henry and Charles Inglis thought about this question.

PATRICK HENRY

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. The question before the House is one of awful moment for this country. For my part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at the truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those

who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask, gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has all been in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not already been exhausted? Let us not, I beseech you, sir, deceive ourselves longer.

Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond

hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained—we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battle alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have not election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come.

It is vain, sir, to extenuate the matter. Gentlemen may cry, "peace, peace"—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

CHARLES INGLIS

An American, The True Interest of America Impartially Stated
1776

I think it no very difficult matter to point out many advantages which will certainly attend our reconciliation and connection with Great Britain.

1. By a Reconciliation with Britain, a period would be put to the present calamitous war, by which so many lives have been lost and so many more will be lost, if it continues.

2. By a Reconciliation with Great Britain, peace—that fairest offspring and gift from Heaven—will be restored. In one respect peace is like health; we do not sufficiently know its value but by its absence.

3. Agriculture, commerce, and industry would resume their wonted vigor.

4. By a connection with Great Britain, our trade would still have the protection of the greatest naval power in the world. Past experience shows that Britain is able to defend our commerce, and our coasts; and we have no reason to doubt of her being able to do so for the future.

5. The protection of our trade, while connected with Britain, will not cost us a *fiftieth* part of what it must cost, were we ourselves to raise a naval force sufficient for the purpose.

6. Whilst connected with Great Britain, we have a bounty on almost every article of exportation; and we may be better supplied with goods by her, than we could elsewhere. The manufactures of Great Britain confessedly surpass any in the world—particularly those in every kind of metal which we want most; and no country can afford linens and woolens, of equal quality cheaper.

These advantages are not imaginary but real. Supposing then we declared for Independency—what would follow? I answer—

1. All our property throughout the continent would be unhinged; the greatest confusion, and most violent convulsion would take place. The common bond that tied us together and by which our property was secured, would be snapt asunder.

2. A Declaration of Independency would infallibly disunite and divide the colonists.

3. By a Declaration of Independency, every avenue to an accommodation with Great Britain would be closed; the sword only could then decide the quarrel; and the sword would not be sheathed till one had conquered the other.

4. Devastation and ruin must mark the progress of this war along the sea coast of America. Ruthless war, with all its aggravated horrors, will ravage our once happy land—our sea coasts and ports will be ruined, and our ships taken. The independency of America would be so fatal to Britain, that she would leave nothing in her power undone to prevent it.

5. The Americans are properly Britons. They have the manners, habits, and ideas of Britons; and have been accustomed to a similar form of government. But Britons never could bear the extremes, either of monarchy or republicanism. Some of their kings have aimed at despotism; but always failed. Repeated efforts have been made toward democracy, and they equally failed. Once indeed, republicanism triumphed over the constitution; the despotism of one person ensued; both were finally expelled. The inhabitants of Great Britain were quite anxious for the restoration of *royalty* in 1660, as they were for its expulsion in 1642, and for some succeeding years. If we may judge our future events by past transactions, in similar circumstances, this would probably be the case of America, were a republican form of government adopted in our present ferment.

Besides the unsuitableness of the republican form to the genius of the people, America is too extensive for it. That form may do well enough for a single city, or small territory; but would be utterly improper for such a continent as this.

But here it may be said—*that all the evils above specified, are more tolerable than slavery.* With this sentiment I sincerely agree—any hardships, however

great are preferable to slavery. But then I ask, is there no alternative in the present case? Is there no choice left us but slavery, or those evils? I am confident there is; and that both may be equally avoided.

America is far from being yet in a desperate situation. I am confident she may obtain honorable and advantageous terms from Great Britain.

America, till very lately, has been the happiest country in the universe. Blest with all that nature could bestow with the profusest bounty, she enjoys besides, more liberty, greater privileges than any other land. How painful it is to reflect on these things, and to look forward to the gloomy prospects now before us! But it is not too late to hope that matters may mend.

But if America should now mistake her real interest—they will infallibly destroy the smiling prospect. They will dismember this happy country—make it a scene of blood and slaughter and entail wretchedness and misery on millions yet unborn.

Writing Prompt
History-Revolutionary War
(Henry-Inglis)

Name _____

Writing Assignment

Imagine that you are traveling in a remote corner of Virginia in 1776 and meet a man from an isolated mountain village. This man is very surprised when you tell him that the American colonies have just declared their independence from Great Britain. He tells you that the people in his village receive very little news from the outside world and would certainly be very interested in hearing about the events and debates which led to the Declaration of Independence. He asks you to write an essay that he can take back to his village and let everyone read so that they can decide for themselves whether they will remain loyal to Great Britain or support the revolution.

Write an essay in which you explain the most important ideas and issues the people in the village should understand. Your essay should be based on two major sources: (1) the general concepts and specific facts you know about American history, and especially what you know about the history of the American Revolution; (2) what you have learned from the readings yesterday.

Be sure to show the relationships among your ideas and facts.

Prior Knowledge Measure
History-Revolutionary War
(Paine-Inglis)

Name _____

How Much Do You Know About U.S. History?

Directions: This is a list of terms related to U.S. history. Most of them are related to the period of the Revolutionary War.

In the space after each term, write down what comes to mind when you think of that term related to U.S. history. A brief definition would be acceptable, or a brief explanation of why that person, place or thing was important. If the term is general, such as "Civil rights," give both a general definition and a specific example of how the term fits into U.S. history, if you can.

Good Example: CIVIL RIGHTS—*Rights guaranteed to all citizens regardless of race, sex, religion, etc. Blacks fought for their civil rights in the 1960s. Martin Luther King, Montgomery bus boycott.*

Do not define the term by simply restating the same words.

Bad Example: SURVIVAL OF THE FITTEST—*only the fittest survive.*

Even if you are not sure about your answer, but think you know something, feel free to guess. There are probably more items here than you will be able to answer in the time given. Start with the ones you know best, and work quickly so that you can answer as many as possible. Then go back and answer the ones of which you are less sure. Do not spend too much time on any one item.

1. unalienable rights _____

2. Thomas Paine _____

3. colonialism _____

4. Stamp Act _____

5. divine right of kings _____

6. Shay's Rebellion _____

7. Articles of Confederation _____

8. "taxation without representation" _____

9. boycott _____

10. Minute Men _____

11. Federalist Papers _____

12. "Give me liberty or give me death" _____

13. tariff _____

14. Tories _____

15. Parliament _____

16. Peace of Paris _____

17. tyranny _____

18. revolution _____

19. Boston Tea Party _____

20. Continental Congress _____

Texts
History Revolutionary War
(Paine-Inglis)

Name _____

PAINE-INGLIS PASSAGES

In the time before the American Revolution there was a great deal of debate over whether the colonies should separate from Great Britain. Read the following passages to understand as well as possible what Thomas Paine and Charles Inglis thought about this question.

THOMAS PAINE
Excerpts from "Common Sense"
1776

In the following pages I offer nothing more than simple facts, plain arguments, and common sense.

I have heard it asserted by some, that as America has flourished under her former connexion with Great Britain, that same connexion is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk, that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true, for I answer roundly, that America would have flourished as much, and probably much more, had no European power had any thing to do with her. The articles of commerce, by which she has enriched herself, are the necessaries of life, and will always have a market while eating is the custom of Europe.

But she has protected us, say some. That she hath engrossed us is true, and defended the continent at our expense as well as her own, is admitted, and she

would have defended Turkey from the same motives, that is, for the sake of trade and dominion.

But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families. Europe, and not England, is the parent country of America. This new world has been the asylum for the persecuted lovers of civil and religious liberty from *every part* of Europe. Hither have they fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still.

Any submission to or dependence on Great Britain, tends directly to involve this continent in European wars and quarrels; and sets us at variance with nations, who would otherwise seek our friendship, and against whom, we have neither anger nor complaint. As Europe is our market for trade, we ought to form no partial connexion with any part of it. It is the true interest of America to steer clear of European contentions, which she never can do, while, by her dependence on Britain, she is made the make-weight in the scale of British politics.

Everything that is right or natural pleads for separation. The blood of the slain, the weeping voice of nature cries, *'tis time to part.* Even the distance at which the Almighty hath placed England and America, is a strong and natural proof, that the authority of the one over the other, was never the design of heaven.

The authority of Great Britain over this continent, is a form of government, which sooner or later must have an end; and a serious mind can draw no true pleasure by looking forward, under the painful and positive conviction, that what he calls "the present constitution," is merely temporary.

But if you say, you can still pass the violations over, then I ask, hath your house been burnt? Hath your property been destroyed before your face? Are your wife and children destitute of a bed to lie on, or bread to live on? Have you lost a parent or a child by their hands, and yourself the ruined and wretched survivor? If you have not, then are you not a judge of those who have? But if you have, and can still shake hands with the murderers, then you are unworthy of the name of

husband, father, friend, or lover, and whatever may be your rank or title in life, you have the heart of a coward, and the spirit of a sycophant.

It is repugnant to reason, and the universal order of things, to all examples from former ages, to suppose that this continent can longer remain subject to any external power. Reconciliation is *now* a fallacious dream. For, as Milton wisely expresses, "never can true reconcilement grow, where wounds of deadly hate have pierced so deep."

But admitting that matters were now made up, what would be the event? I answer, the ruin of the continent. And that for several reasons.

The powers of governing still remaining in the hands of the king, he will have a negative over the whole legislation of this continent. And as he hath shown himself such an inveterate enemy to liberty, and discovered such a thirst for arbitrary power, is he, or is he not, a proper person to say to these colonies, *"You shall make no laws but what I please!"*

America is only a secondary object in this system of British politics—England consults the good of *this* country no further than it answers her *own* purpose. Wherefore, her own interest leads to suppress the growth of *ours* in every case which doth not promote her advantage, or in the least interferes with it.

But the most powerful of all arguments, is, that nothing but independence, i.e., a continental form of government, can keep the peace of the continent and preserve it inviolate from civil wars.

I shall chiefly confine my further remarks to the following heads:

First, that it is the interest of America to be separated from Britain.

Second, which is the easiest and most practicable plan, *reconciliation* or *independence?*

In support of the first, I could, if I judged it proper, produce the opinion of some of the ablest and most experienced men on this continent, and whose

sentiments on that head, are not yet publicly known. It is in reality a self-evident position, for no nation in a state of foreign dependance, limited in its commerce, and cramped and fettered in its legislative powers, can ever arrive at any material eminence.

I proceed now to the second, and on that ground, I answer generally—

That INDEPENDENCE *being a* SINGLE SIMPLE LINE, *contained within ourselves, and reconciliation, a matter exceedingly perplexed and complicated, and in which a treachorous, capricious court is to interfere, gives the answer without a doubt.*

Our present condition is, legislation without law; wisdom without a plan; a constitution without a name; and what is strangely astonishing, perfect independence contending for dependence. A line of distinction should be drawn between English soldiers taken in battle, and inhabitants of America taken in arms. The first are prisoners, but the latter traitors. The one forfeits his liberty, the other his head.

CHARLES INGLIS
An American, The True Interest of America Impartially Stated
1776

I think it no very difficult matter to point out many advantages which will certainly attend our reconciliation and connection with Great Britain.

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Besides the unsuitableness of the republican form to the genius of the people, America is too extensive for it. That form may do well enough for a single city, or small territory; but would be utterly improper for such a continent as this.

But here it may be said—*that all the evils above specified, are more tolerable than slavery.* With this sentiment I sincerely agree—any hardships, however great are preferable to slavery. But then I ask, is there no alternative in the present case? Is there no choice left us but slavery, or those evils? I am confident there is; and that both may be equally avoided.

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America, till very lately, has been the happiest country in the universe. Blest with all that nature could bestow with the profusest bounty, she enjoys besides, more liberty, greater privileges than any other land. How painful it is to reflect on these things, and to look forward to the gloomy prospects now before us! But it is not too late to hope that matters may mend.

But if America should now mistake her real interest—they will infallibly destroy the smiling prospect. They will dismember this happy country—make it a scene of blood and slaughter and entail wretchedness and misery on millions yet unborn.

Writing Prompt
History-Revolutionary War
(Paine-Inglis)

Name _____

Writing Assignment

Imagine that you are traveling in a remote corner of Virginia in 1776 and meet a man from an isolated mountain village. This man is very surprised when you tell him that the American colonies have just declared their independence from Great Britain. He tells you that the people in his village receive very little news from the outside world and would certainly be very interested in hearing about the events and debates which led to the Declaration of Independence. He asks you to write an essay that he can take back to his village and let everyone read so that they can decide for themselves whether they will remain loyal to Great Britain or support the revolution.

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Be sure to show the relationships among your ideas and facts.

Prior Knowledge Measure
History-Civil War

Name _____

How Much Do You Know About U.S. History?

Directions: This is a list of terms related to U.S. history. Most of them are related to the period of the Civil War, but some of them are from other periods in U.S. history.

In the space after each term, write down what comes to mind when you think of that term in the context of U.S. history. A brief definition would be acceptable, or a brief explanation of why that person, place, or thing was important. If the term is general, such as "Civil rights," give both a general definition and a specific example of how the term fits into U.S. history, if you can.

Good Example: CIVIL RIGHTS—*Rights guaranteed to all citizens regardless of race, sex, religion, etc. Blacks fought for their civil rights in the 1960s. Martin Luther King, Montgomery bus boycott.*

Do not define the term by simply restating the same words.

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There are probably more items here than you will be able to answer in the time given. Start with the ones you know best, and work quickly so that you can answer as many as possible. Then go back and answer the ones of which you are less sure. Do not spend too much time on one specific item.

1. popular sovereignty _____

2. Dred Scott _____

3. Communism _____

4. Missouri Compromise _____

5. industrialization _____

6. Gold Rush _____

7. bleeding Kansas _____

8. states' rights _____

9. Federalism _____

10. underground railroad _____

11. Imperialism _____

12. Whig _____

13. Kansas-Nebraska Act _____

14. Abolitionists _____

15. sectionalism _____

16. westward movement _____

17. constitutionality _____

18. New Deal _____

19. party platform _____

20. balance of power _____

Texts
History-Civil War

Name _____

Texts
Lincoln-Douglas Debate*

Directions: As Abraham Lincoln and Stephen Douglas campaigned for the office of Senator from the state of Illinois, they held seven joint debates throughout the state. Read the following passages to understand as well as possible what Lincoln and Douglas discussed in one of their debates.

STEPHEN A. DOUGLAS

He [Mr. Lincoln] tells you, in his speech made at Springfield, before the Convention which gave him his unanimous nomination, that—

"A house divided against itself cannot stand."

"I believe this government cannot endure permanently, half slave and half free."

"I do not expect the Union to be dissolved, I don't expect the house to fall; but I do expect it will cease to be divided."

"It will become all one thing or all the other."

That is the fundamental principle upon which he sets out in this campaign. Well, I do not suppose you will believe one word of it when you come to examine it carefully, and see its consequences. Although the Republic has existed from 1789 to this day, divided into Free States and Slave States, yet we are told that in the future it cannot endure unless they shall become all free or all slave. For that reason, he says, that they must be all free. He wishes to go to the Senate of the United States in order to carry out that line of public policy, which will compel all the States in the South to become free. How is he going to do it? Has Congress any power over the subject of slavery in Kentucky, or Virginia, or any other State of

this Union? You convince the South that they must either establish slavery in Illinois, and in every other Free State, or submit to its abolition in every Southern State, and you invite them to make a warfare upon the Northern States in order to establish slavery, for the sake of perpetuating it at home. Thus, Mr. Lincoln invites, by his proposition, a war of sections, a war between Illinois and Kentucky, a war between the Free States and the Slave States, a war between the North and the South, for the purpose of either exterminating slavery in every Southern State, or planting it in every Northern State. He tells you that the safety of this Republic, that the existence of this Union, depends upon that warfare being carried on until one section or the other shall be entirely subdued. The States must all be free or slave, for a house divided against itself cannot stand. That is Mr. Lincoln's argument upon that question. My friends, is it possible to preserve peace between the North and the South if such a doctrine shall prevail in either section of the Union? Each of these States is sovereign under the Constitution; and if we wish to preserve our liberties, the reserved rights and sovereignty of each and every State must be maintained. I have said on a former occasion, and I here repeat, that it is neither desirable nor possible to establish uniformity in the local and domestic institutions of all the States of this Confederacy. And why? Because the Constitution of the United States rests upon the right of every State to decide all its local and domestic institutions for itself. It is not possible, therefore, to make them conform to each other, unless we subvert the Constitution of the United States. Our safety, our liberty, depends upon preserving the Constitution of the United States as our fathers made it, inviolate, at the same time maintaining the reserved rights and the sovereignty of each State over its local and domestic institutions, against Federal authority, or any outside interference.

The difference between Mr. Lincoln and myself upon this point is, that he goes for a combination of the Northern States, or the organization of a sectional political party in the Free States, to make war until they shall all be subdued, and made to conform to such rules as the North shall dictate to them. His answer to this point, which I have been arguing, is, that he never did mean, and that I ought to know that he never intended to convey the idea, that he wished the people of the Free States to *enter into* the Southern States and interfere with slavery. Well, I never did suppose that he ever dreamed of entering into Kentucky to make war upon her institutions; nor will any Abolitionist ever enter into Kentucky to wage such war. Their mode of making war is not to enter into those States where

slavery exists, and there interfere, and render themselves responsible for the consequences. Oh, no! They stand on this side of the Ohio River and shoot across. They stand in Bloomington, and shake their fists at the people of Lexington; they threaten South Carolina from Chicago. And they call that bravery! But they are very particular, as Mr. Lincoln says, not to enter into those States for the purpose of interfering with the institution of slavery there. I am not only opposed to entering into the Slave States, for the purpose of interfering with their institutions, but I am opposed to a sectional agitation to control the institutions of other States. I am opposed to organizing a sectional party, which appeals to Northern pride, and Northern passion and prejudice, against Southern institutions, thus stirring up ill-feeling and hot blood between brethren of the same Republic.

I ask Mr. Lincoln how it is that he proposes ultimately to bring about this uniformity in each and all the States of the Union. Does he intend to introduce a bill to abolish slavery in Kentucky? How is he to accomplish what he professes must be done in order to save the Union? There is but one possible mode which I can see, and perhaps Mr. Lincoln intends to pursue it; that is, to introduce a proposition into the Senate to change the Constitution of the United States, in order that all the State Legislatures may be abolished, State sovereignty blotted out, and the power conferred upon Congress to make local laws and establish the domestic institutions and police regulations uniformly throughout the United States. Whenever you shall have blotted out the State Legislatures, and consolidated all the power in the Federal Government, you will have established a consolidated empire as destructive to the liberties of the people and the rights of the citizen as that of Austria, or Russia, or any other despotism that rests upon the necks of the people.

There is but one possible way in which slavery can be abolished, and that is by leaving a State, according to the principle of the Kansas-Nebraska bill, perfectly free to form and regulate its institutions in its own way. That was the principle upon which this Republic was founded, and it is under the operation of that principle that we have been able to preserve the Union thus far. Under its operations, slavery disappeared from New Hampshire, from Rhode Island, from Connecticut, from New York, from New Jersey, from Pennsylvania, from six of the twelve original slaveholding States; and this gradual system of emancipation went on quietly, peacefully, and steadily, so long as we in the free States minded our own

business and left our neighbors alone. But the moment the abolition societies were organized throughout the North, preaching a violent crusade against slavery in the Southern States, this combination necessarily caused a counter-combination in the South, and a sectional line was drawn which was a barrier to any further emancipation. Bear in mind that emancipation has not taken place in any one State since the Free-soil party was organized as a political party in this country. And yet Mr. Lincoln, in view of these historical facts, proposes to keep up this sectional agitation, band all the Northern States together in one political party, elect a President by Northern votes alone, and then, of course, make a cabinet composed of Northern men, and administer the government by Northern men only, denying all the Southern States of this Union any participation in the administration of affairs whatsoever.

ABRAHAM LINCOLN

Judge Douglas made two points upon my recent speech at Springfield. He says they are to be the issues of this campaign. The first one of these points he bases upon the language in a speech which I delivered at Springfield, which I believe I can quote correctly from memory. I said there that "we are now far into the fifth year since a policy was instituted for the avowed object, and with the confident promise, of putting an end to slavery agitation; under the operation of that policy, that agitation had not only not ceased, but had constantly augmented." "I believe it will not cease until a crisis shall have been reached and passed. 'A house divided against itself cannot stand.' I believe this Government cannot endure permanently, half slave and half free." "I do not expect the Union to be dissolved"—I am quoting from my speech—"I do not expect the house to fall, but I do expect it will cease to be divided. It will become all one thing or the other. Either the opponents of slavery will arrest the spread of it and place it where the public mind shall rest, in the belief that it is in the course of ultimate extinction, or its advocates will push it forward until it shall become alike lawful in all the States, North as well as South."

What is the paragraph? In this paragraph, Judge Douglas thinks he discovers great political heresy. I want your attention particularly to what he has inferred from it. He says I am in favor of making all the States of this Union

uniform in all their internal regulations; that in all their domestic concerns I am in favor of making them entirely uniform. He says that I am in favor of making war by the North upon the South for the extinction of slavery; that I am also in favor of inviting (as he expresses it) the South to a war upon the North for the purpose of nationalizing slavery. Now, it is singular enough, if you will carefully read that passage over, that I did not say that I was in favor of anything in it. I only said what I expected would take place. I made prediction only—it may have been a foolish one, perhaps. I did not even say that I desired that slavery should be put in course of ultimate extinction. I do say so now, however, so there need be no longer any difficulty about that. It may be written down in the great speech.

I am not, in the first place, unaware that this Government has endured eighty-two years half slave and half free. I know that. I <u>believe</u> it has endured because during all that time, until the introduction of the Nebraska bill, the public mind did rest all the time in the belief that slavery was in course of ultimate extinction. I have always hated slavery, I think, as much as any Abolitionist—I have been an Old Line Whig—I have always hated it; but I have always been quiet about it until this new era of the introduction of the Nebraska bill began. I always believed that everybody was against it, and that it was in course of ultimate extinction.

The adoption of the Constitution and its attendant history led the people to believe so; and that such was the belief of the framers of the Constitution itself, why did those old men, about the time of the adoption of the Constitution, decree that slavery should not go into the new Territory, where it had not already gone? Why declare that within twenty years the African Slave Trade, by which slaves are supplied, might be cut off by Congress? Why were all these acts? What were they but a clear indication that the framers of the Constitution intended and expected the ultimate extinction of that institution? And now, when I say, as I said in my speech, that Judge Douglas has quoted from, when I say that I think the opponents of slavery will resist the farther spread of it, and place it where the public mind shall rest with the belief that is in course of ultimate extinction, I only mean to say that they will place it where the founders of this Government originally placed it.

I have said a hundred times, and I have now no inclination to take it back, that I believe there is no right, and ought to be no inclination, in the people of the

Free States to enter into the Slave States, and interfer with the question of slavery at all.

So much, then, for the inference that Judge Douglas draws, that I am in favor of setting the sections at war with one another. I know that I never meant any such thing, and I believe that no fair mind can infer any such thing from anything I have ever said.

Now, in relation to his inference that I am in favor of a general consolidation of all the local institutions of the various States. I have said, very many times, in Judge Douglas's hearing, that no man believed more than I in the principle of self-government; that it lies at the bottom of all my ideas of just government, from beginning to end. I think that I have said it in your hearing, that I believe each individual is naturally entitled to do as he pleases with himself and the fruit of his labor, so far as it in no wise interferes with any other man's rights; that each community, as a State, has a right to do exactly as it pleases with all the concerns within that State that interferes with the right of no other State, and that the General Government, upon principle, has no right to interfere with anything other than that general class of things that does concern the whole. I have said that at all times. I have said, as illustrations, that I do not believe in the right of Illinois to interfere with the cranberry laws of Indiana, the oyster laws of Virginia, or the liquor laws of Maine.

How is it, then, that Judge Douglas infers, because I hope to see slavery put where the public mind shall rest in the belief that it is in the course of ultimate extinction, that I am in favor of Illinois going over and interfering with the cranberry laws of Indiana? What can authorize him to draw any such inference? I suppose there might be one thing that at least enabled <u>him</u> to draw such an inference that would not be true with me or many others, that is, because he looks upon all this matter of slavery as an exceedingly little thing,—this matter of keeping one-sixth of the population of the whole nation in a state of oppression and tyranny unequaled in the world. He looks upon it as being an exceedingly little thing,—only equal to the question of the cranberry laws of Indiana; as something having no moral question in it; so little and so small a thing that he concludes, if I could desire that if anything should be done to bring about the ultimate extinction of that little thing, I must be in favor of bringing about an amalgamation of all the

other little things in the Union. Now, it so happens—and there, I presume, is the foundation of this mistake—that the Judge thinks thus; and it so happens that there is a vast portion of the American people that do not look upon that matter as being this very little thing. They look upon it as a vast moral evil; they can prove it as such by the writings of those who gave us the blessings of liberty which we enjoy, and that they so looked upon it, and not as an evil merely confining itself to the States where it is situated; and... we agree that, by the Constitution we assented to, in the States where it is exists, we have no right to interfere with it, because it is in the Constitution; and we are by both duty and inclination to stick by that Constitution, in all its letter and spirit, from beginning to end.

* From *Political Debates Between Abraham Lincoln and Stephen A. Douglas* (Cleveland, 1902), pp. 43-47.

Writing Prompt
History-Civil War

Name _____

Writing Prompt

Imagine that it is 1858 and you are an educated citizen living in Illinois. Because you are interested in politics and always keep yourself well-informed, you make a special trip to hear Abraham Lincoln and Stephen Douglas debating during their campaigns for the Senate seat representing Illinois. After the debates you return home, where your cousin asks you about some of the problems that are facing the nation at this time.

Write an essay in which you explain the most important ideas and issues your cousin should understand. Your essay should be based on two major sources: (1) the general concepts and specific facts you know about American History, and especially what you know about the history of the Civil War; (2) what you have learned from the readings yesterday. Be sure to show the relationships among your ideas and facts.

Prior Knowledge Measure
History-Depression

Name _____

How Much Do You Know About U.S. History?

Directions: This is a list of terms related to U.S. history. Most of them are related to the period of the Depression.

In the space after each term, write down what comes to mind when you think of that term in the context of U.S. history. A brief definition would be acceptable, or a brief explanation of why that person, place or thing was important. If the term is general, such as "Civil rights," give both a general definition and a specific example of how the term fits into U.S. history, if you can.

Good Example: CIVIL RIGHTS—*Rights guaranteed to all citizens regardless of race, sex, religion, etc. Blacks fought for their civil rights in the 1960s. Martin Luther King, Montgomery bus boycott.*

Do not define the term by simply restating the same words.

Bad Example: SURVIVAL OF THE FITTEST—*only the fittest survive.*

Even if you are not sure about your answer, but think you know something, feel free to guess.

There are probably more items here than you will be able to answer in the time given. Start with the ones you know best, and work quickly so that you can answer as many as possible. Then go back and answer the ones of which you are less sure. Do not spend too much time on any one item.

1. deflation _____

2. Abolitionists _____

3. states' rights _____

4. New Deal _____

5. Stamp Act _____

6. recession _____

7. Imperialism _____

8. Federalism _____

9. gold rush _____

10. margin buying _____

11. Communism _____

12. Black Thursday _____

13. Articles of Confederation _____

14. conservation _____

15. Missouri Compromise _____

16. dust bowl _____

17. industrialization _____

18. balance of power _____

19. court-packing plan _____

20. Reconstruction Finance Corporation (RFC) _____

Texts
History-Depression

Name _____

ROOSEVELT-LONG PASSAGES

In the 1930s, Franklin D. Roosevelt and Huey P. Long expressed their views on the state of the nation and their plans for its future. Read the following passages to understand as well as possible the issues they address.

FRANKLIN D. ROOSEVELT
Every Man Has a Right to Life*
1938

It was in the middle of the 19th century that a new force was released and a new dream created. The force was what is called the industrial revolution, the advance of steam and machinery and the rise of the forerunners of the modern industrial plant. The dream was the dream of an economic machine, able to raise the standard of living for everyone; to bring luxury within the reach of the humblest; to annihilate distance by steam power and later by electricity, and to release everyone from the drudgery of the heaviest manual toil. It was to be expected that this would necessarily affect government. Heretofore, government had merely been called upon to produce conditions within which people could live happily, labor peacefully, and rest secure. Now it was called upon to aid in the consummation of this new dream. There was, however, a shadow over the dream. To be made real, it required use of the talents of men of tremendous will, and tremendous ambition, since by no other force could the problems of financing and engineering and new developments be brought to a consummation.

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* From The Public Papers of Franklin D. Roosevelt, ed. Samuel Rosenman, I (New York: Random House, Inc., 1938), 742-756.

So manifest were the advantages of the machine age, however, that the United States fearlessly, cheerfully, and, I think, rightly, accepted the bitter with the sweet. It was thought that no price was too high to pay for the advantages which we could draw from a finished industrial system. The history of the last half century is accordingly in large measure a history of a group of financial Titans, whose methods were not scrutinized with too much care, and who were honored in proportion as they produced the results, irrespective of the means they used. The financiers who pushed the railroads to the Pacific were always ruthless, often wasteful, and frequently corrupt; but they did build railroads, and we have them today. It has been estimated that the American investor paid for the American railway system more than three times over in the process; but despite this fact the net advantage was to the United States. As long as we had free land; as long as population was growing by leaps and bounds; as long as our industrial plants were insufficient to supply our own needs, society chose to give the ambitious man free play and unlimited reward provided only that he produced the economic plant so much desired. During this period of expansion, there was equal opportunity for all and the business of government was not to interfere but to assist in the development of industry. This was done at the request of business men themselves. The tariff was originally imposed for the purpose of "fostering our infant industry," a phrase I think the older among you will remember as a political issue not so long ago. The railroads were subsidized, sometimes by grants of money, oftener by grants of land; some of the most valuable oil lands in the United States were granted to assist the financing of the railroad which pushed through the Southwest. A nascent merchant marine was assisted by grants of money, or by mail subsidies, so that our steam shipping might ply the seven seas. Some of my friends tell me that they do not want the Government in business. With this I agree; but I wonder whether they realize the implications of the past. For while it has been American doctrine that the government must not go into business in competition with private enterprises, still it has been traditional particularly in Republican administrations for business urgently to ask the government to put at private disposal all kinds of government assistance. The same man who tells you that he does not want to see the government interfere in business—and he means it, and has plenty of good reasons for saying so—is the first to go to Washington and ask the government for a prohibitory tariff on his product. When things get just bad enough—as they did two years ago—he will go with equal speed to the United States government and ask for a loan; and the Reconstruction Finance

Corporation is the outcome of it. Each group has sought protection from the government for its own special interests, without realizing that the function of government must be to favor no small group at the expense of its duty to protect the rights of personal freedom and of private property of all its citizens.

Our system of constantly rising tariffs has at last reacted against us to the point of closing our Canadian frontier on the north, our European markets on the east, many of our Latin American markets to the south, and a goodly proportion of our Pacific markets on the west, through the retaliatory tariffs of those countries. It has forced many of our great industrial institutions who exported their surplus production to such countries, to establish plants in such countries, within the tariff walls. This has resulted in the reduction of the operation of their American plants, and opportunity for employment.

Just as freedom to farm has ceased, so also the opportunity in business has narrowed. It still is true that men can start small enterprises, trusting to native shrewdness and ability to keep abreast of competitors; but area after area has been pre-empted altogether by the great corporations, and even in the fields which still have no great concerns, the small man starts under a handicap. The unfeeling statistics of the past three decades show that the independent business man is running a losing race. Perhaps he is forced to the wall; perhaps he cannot command credit; perhaps he is "squeezed out," in Mr. Wilson's words, by highly organized corporate competitors, as your corner grocery man can tell you. Recently a careful study was made of the concentration of business in the United States. It showed that our economic life was dominated by some six hundred odd corporations who controlled two-thirds of American industry. Ten million small business men divided the other third. More striking still, it appeared that if the process of concentration goes on at the same rate, at the end of another century we shall have all American industry controlled by a dozen corporations, and run by perhaps a hundred men. But plainly, we are steering a steady course toward economic oligarchy, if we are not there already.

Clearly, all this calls for a re-appraisal of values. A mere builder of more industrial plants, a creator of more railroad systems, an organizer of more corporations, is as likely to be a danger as a help. The day of the great promoter or the financial Titan, to whom we granted everything if only he would build, or

develop, is over. Our task now is not discovery or exploitation of natural resources, or necessarily producing more goods. It is the soberer, less dramatic business of administering resources and plants already in hand, of seeking to reestablish foreign markets for our surplus production, of meeting the problem of underconsumption, of adjusting production to consumption, of distributing wealth and products more equitably, of adapting existing economic organizations to the service of the people. The day of enlightened administration has come.

Every man has a right to life; and this means that he has also a right to make a comfortable living. He may be sloth or crime decline to exercise that right; but it may not be denied him. We have no actual famine or dearth; our industrial and agricultural mechanism can produce enough and to spare. Our government formal and informal, political and economic, owes to every one an avenue to possess himself of a portion of that plenty sufficient for his needs, through his own work.

Every man has a right to his own property; which means a right to be assured, to the fullest extent attainable, in the safety of his savings. By no other means can men carry the burdens of those parts of life which, in the nature of things, afford no chance of labor; childhood, sickness, old age. In all thought of property, this right is paramount; all other property rights must yield to it. If, in accord with this principle, we must restrict the operation of the speculator, the manipulator, even the financier, I believe we must accept the restriction as needful, not to hamper individualism but to protect it.

HUEY P. LONG
Radicalism on the Left*
1935

Ladies and gentlemen, there is a verse which says that the

"Saddest words of tongue or pen
Are these: 'It might have been.'"

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* From Congressional Record, Seventy-fourth Congress, 1st Session, (January 14, 1935), vol. 79, part 1, 410-411.

I must tell you good people of our beloved United States that the saddest words I have to say are:

"I told you so!"

...How I wish tonight that I might say to you that all my fears and beliefs of last year proved untrue! But here are the facts—

1. We have 1,000,000 more men out of work now than 1 year ago.
2. We have had to put 5,000,000 more families on the dole than we had there a year ago.
3. The newspapers report from the Government statistics that this past year we had an increase in the money made by the big men, but a decrease in the money made by the people of average and small means. In other words, still "the rich getting richer and the poor getting poorer."
4. The United States Government's Federal Deposit Insurance Corporation reports that it has investigated to see who owns the money in the banks, and they wind up by showing that two-thirds of 1 percent of the people own 67 percent of all the money in the banks,...

I begged, I pleaded and did everything else under the sun for over 2 years to try to get Mr. Roosevelt to keep his word that he gave to us; I hoped against hope that sooner or later he would see the light and come back to his promises on which he was made President....

All the time we have pointed to the rising cloud of debt, the increases in unemployment, the gradual slipping away of what money the middle man and the poor man have into the hands of the big masters, all the time we have prayed and shouted, begged and pleaded, and now we hear the message once again from Roosevelt that he cannot touch the big fortunes....

...We ran Mr. Roosevelt for the Presidency of the United States because he promised to us by word of mouth and in writing:

1. That the size of the big man's fortune would be reduced so as to give the masses at the bottom enough to wipe out all poverty; and
2. That the hours of labor would be so reduced that all would share in the work to be done and in consuming the abundance mankind produced.

Hundreds of words were used by Mr. Roosevelt to make these promises to the people, but they were made over and over again. He reiterated these pledges even after he took his oath as President. Summed up, what these promises meant was: "Share our wealth...."

So therefore I call upon the men and women of America to immediately join in our work and movement to share our wealth.

There are thousands of share-our-wealth societies organized in the United States now....

We have nothing more for which we should ask the Lord. He has allowed this land to have too much of everything that Humanity needs.

So in this land of God's abundance we propose laws, namely:

1. The fortunes of the multimillionaires and billionaires shall be reduced so that no one person shall own more than a few million dollars to the person. We would do this by a capital levy tax....we would not levy any capital levy tax on the first million one owned. But on the second million a man owns we would tax that 1 per cent, so that every year the man owned the second million dollars he would be taxed $10,000. On the third million we would impose a tax of 2 percent. On the fourth million we would impose a tax of 8 percent. On the sixth million we would impose a tax of 32 percent. On the eighth million we would impose a tax of 64 percent; and on all over the eighth million we would impose a tax of 100 percent.
2. We propose to limit the amount any one man can earn in 1 year or inherit to $1,000,000 to the person.
3. Now, by limiting the size of the fortunes and incomes of the big men we will throw into the Government Treasury the money and property from which we will care for the millions of people who have nothing, and with this money we will provide a home and the comforts of home, with such common conveniences as radio and automobile, for every family in America, free of debt.

4. We guarantee food and clothing and employment for everyone who should work by shortening the hours of labor to 30 hours per week, maybe less, and to 11 months per year, maybe less. We would have the hours shortened just so much as would give work to everybody to produce enough for everybody; and if we were to get them down to where they were too short, then we would lengthen them again. As long as all the people working can produce enough of automobiles, radios, homes, schools, and theaters for everyone to have that kind of comfort and convenience, then let us all have work to do and have that much of heaven on earth.
5. We would provide education at the expense of the States and the United States for every child, not only through grammar school and high school but through to a college and vocational education. Yes; we would have to build thousands of more colleges and employ a hundred thousand more teachers; but we have materials, men, and women who are ready and available for the work. Why have the right to a college education depend upon whether the father or mother is so well to do as to send a boy or girl to college? We would give every child the right to education and a living at birth.
6. We would give a pension to all persons above 60 years of age in an amount sufficient to support them in comfortable circumstances, excepting those who earn $1,000 per year or who are worth $10,000.
7. Until we could straighten things out—and we can straighten things out in 2 months under our program—we would grant a moratorium on all debts which people owe that they cannot pay.

And now you have our program, none too big, none too little, but every man a king...

Our plan would injure no one. It would not stop us from having millionaires —it would increase them tenfold, because so many more people could make a million dollars if they had the chance our plan gives them. Our plan would not break up big concerns. The only difference would be that maybe 10,000 people would own a concern instead of 10 people owning it.

Writing Prompt
History-Depression

Name _____

Writing Assignment

Imagine that it is 1938 and you are an educated citizen living in Ohio. Because you are interested in economics and concerned about the country's future, you try to keep yourself well-informed. You have just heard "replays" of Roosevelt's and Long's speeches on the radio. Your cousin, who has not listened to the speeches, asks you about some of the problems facing the nation.

Write an essay in which you explain the most important ideas and issues your cousin should understand. Your essay should be based on three major sources: (1) the general concepts and specific facts you know about American history, especially what you know about the history of the Depression, (2) the Roosevelt and Long speeches, (3) what you have learned from the supplemental readings.

Be sure to show the relationships among your ideas and facts.

Prior Knowledge Measure
History-General Immigration

Name _____

How Much Do You Know About U.S. History?

Directions: This is a list of terms related to U.S. history. Most of them are related to the period of the Civil War, but some of them are from other periods in U.S. history.

In the space after each term, write down what comes to mind when you think of that term in the context of U.S. history. A brief definition would be acceptable, or a brief explanation of why that person, place, or thing was important. If the term is general, such as "Civil rights," give both a general definition and a specific example of how the term fits into U.S. history, if you can.

Good Example: CIVIL RIGHTS—*Rights guaranteed to all citizens regardless of race, sex, religion, etc. Blacks fought for their civil rights in the 1960s. Martin Luther King, Montgomery bus boycott.*

Do not define the term by simply restating the same words.

Bad Example: SURVIVAL OF THE FITTEST—*Only the fittest survive.*

Even if you are not sure about your answer, but think you know something, feel free to guess.

There are probably more items here than you will be able to answer in the time given. Start with the ones you know best, and work quickly so that you can answer as many as possible. Then go back and answer the ones of which you are less sure. Do not spend too much time on one specific item.

1. popular sovereignty _____

2. Dred Scott _____

3. Communism _____

4. Missouri Compromise _____

5. industrialization _____

6. Gold Rush _____

7. bleeding Kansas _____

8. states' rights _____

9. Federalism _____

10. underground railroad _____

11. Imperialism _____

12. Whig _____

13. Kansas-Nebraska Act _____

14. Abolitionists _____

15. sectionalism _____

16. westward movement _____

17. constitutionality _____

18. New Deal _____

19. party platform _____

20. balance of power _____

Texts
History-General Immigration

Name _____

SIMON-GRAHAM
Debate on Immigration*
1981

There are different opinions about immigration to the United States. The following texts are testimonies from a hearing concerning immigration held in 1981 by Julian Simon, a professor of sociology, and Otis Graham, Jr., a professor of history. The issues and language, though condensed, have not been altered in any way from the original debate.

JULIAN SIMON

Mr. Chairman, members of the subcommittee, I very much appreciate the invitation to give the subcommittee my views on the economic impact of immigrants upon natives. I will first summarize the study I did for the Select Commission. Then I will make a few more general remarks about the impact of immigrants.

My general conclusion is that the average immigrant family takes less in welfare and pays more in taxes than the average native family. There are other impacts through the labor market, and effects on productivity add up to a large positive effort on the standard of living for natives.

In 1976, the survey of economic opportunity which was carried out by the Bureau of the Census gathered detailed data on the incoming use of social services by over 150,000 families, including about 15,000 immigrant families. The results

* From Hispanic Immigration and Select Commission on Immigration's Final Report (Washington, DC, Government Printing Office, 1981).

show—this is from my study—that from the time of entry until about 12 years later, immigrants used substantially less of such public services as welfare and unemployment compensation payments, food stamps, medicare, medicaid, and schooling for children than do native families. This is largely due to less use of social security because of their youthful age. When they come, immigrants are young and strong.

Later, when the immigrant family retires and collects social security, it typically has raised children who are contributing taxes to social security, thereby balancing out the parents' receipts, just as the native families.

In this way, there is a one-time benefit to natives because the immigrants arrive without a generation of elderly parents who receive social security.

After about 3 to 6 years in the country, the average immigrant family comes to earn as much as the average native family and thereby pay as much in taxes as do native families.

So the net balance of these two forces, the taxes paid by the immigrants and the services received by immigrants, is positive in every year for natives; that is, immigrants contribute more to the public coffers than they take from them.

When you look at immigrants the way you look at investments, in such a social capital as dams or roads, immigrant families are an excellent investment, worth somewhere between $15,000 and $20,000, even calculated at relatively high rates for the social cost of capital. That was in 1975 dollars, and you can compare that $15,000 to $20,000 benefit to the, say, average $11,000 mean yearly earnings for an average native family in that year.

We are very properly worried about the social security system because the ratio of retired persons to those in the working age is becoming a difficult burden. Immigrants typically are additional young workers who help support our retired persons and bring no retired persons into the social security system to pension. Hence, each immigrant family makes an immediate and large contribution toward reducing the social security burden.

Let us consider what is likely the most important long-run effect of immigrants: The impact on productivity of these additional workers and consumers is likely to dwarf all else after a few years in the country.

Some productivity increase arises from immigrants working in industries and laboratories in the United States that are at the forefront of world technique.

We benefit along with others from the contribution to world productivity in, say, genetic engineering that immigrants would not be able to make in their home countries.

Other increases in productivity come from increased production in particular industries through learning-by-doing and other gains from larger industry scale.

In sum, immigrants benefit natives through the public coffers by using less than their share of services and paying more than their share of taxes. They cover the additional public capital needed on their account through the debt service on past investments.

The same general welfare argument applies as for free trade, but it is cold comfort to the dislocated persons. Other than this inequity, immigrants viewed in economic terms seem an excellent bargain.

There are still other considerations that are harder to pin down with data but that are likely to bode well for natives. Immigrants are likely to save more, because they start out with less assets. They are likely to work harder because, not having assets and economic security, they are likely to act hungry.

For the same reason, they are likely to be more mobile in search of economic opportunity, and such mobility is crucial in keeping the economy in adjustment.

Immigrants seem to be more innovative than people who have never changed countries, and innovation is vital in boosting productivity.

And perhaps most important, immigrants—and especially the young people—are more hopeful and have more of a forward-looking outlook, and in a

time when our Nation seems afflicted by paralysis, this hopeful economic view of the future of America as their land of opportunity must be important to the economy.

Why are we so worried about what we think is an additional burden now? Especially when the immigrants don't increase our burden but, rather, lighten it.

Back in the fifties we managed to give college educations to unprecedented numbers of ex-GI's, and at the same time start a vast costly Interstate Highway System—without a great sense of burden. We spent large proportions of our income for defense—again without feeling that we couldn't cope, though the burdens really were large.

What has happened to our spirit? And what has happened to our minds, when we can see that the one major problem facing us—supporting the aged—is directly helped by more immigrants?

Many of us have charity in our minds when we thing of immigration. This shouldn't cloud the fact that we are also bringing in immigrants for our own sake.

This is one of those rare opportunities where we can do well while we are doing good.

In that vein I will read some excerpts from a letter I received last year about an article I wrote that was reprinted in the Columbia, S.C. newspaper:

> DEAR PROFESSOR SIMON: Your article about the economic impact of immigrants reprinted here in The State Record in Columbia has encouraged me a lot. Your argument has really relieved my doubt about being a burden for this country. I am a Vietnamese refugee arriving in 1976.
>
> If the American public has a supporting and fair attitude...the immigrants would be able to be more productive. A negative and false opinion about our situation really discourage the young generation to stand up with dignity and to contribute to build up our society....Somehow the American public expects to hear another kind of message such as: truly the

immigrants are burdensome, but the great country of U.S.A. will make sacrifices to help out.

It is unhealthy. I think all immigrants should renounce to the idea of charity. Nobody can maximize the potential without being recognized and expected to do so.

Signed, Chris Le

Americans were [once] quite sure that immigrants were good for the country. And it is still true that more immigrants are good for us, though they may impose costs in the very short run, and though some must suffer more adjustment costs than others. And we should let them in for our sake, not just for theirs, just as Mr. Le wrote.

OTIS L. GRAHAM, JR.

I am glad of the chance to speak to you as a professional historian who has reflected a great deal about how history might guide policymakers in all areas of their responsibility, even in the especially complex area of immigration and population.

Though I am enthusiastic about this committee's receptivity to the historical perspective, I must begin with a note of warning. Turning to history for guidance is very likely to mislead you. That is not the fault of history, but of the way it is too frequently seen and used.

It is difficult to imagine a decision that any of us takes which is not shaped by certain assumptions about the past, but we normally take a very simplistic view of what history teaches, and lead ourselves into error.

For it will be said—has already been said, by people making a quick raid upon the past to confirm some bias of their own—that U.S. history shows that large-scale immigration in the years from the 1890's to World War I stirred up an unnecessary fuss—that the surge of immigration that so alarmed contemporaries

did not harm the United States in ways that contemporaries feared, and that a strict limit was advocated by people who had racist and nativist outlooks.

In a general way, this does seem to be what our history reveals.

Many people then take the next and unwarranted step, concluding that history teaches that we should relax about today's surge of immigration, which since the mid-1960's has run at levels comparable to or exceeding those prior to World War I, and that those who raise alarm today and call for strict limits are moved by base motives and perceive problems where none exist.

But history does not teach by analogy. Circumstances change, and good historical analysis pays close attention to those changes.

Ernest May's book "Lessons of the Past" is a rich record of decisions taken by public leaders who remembered the past but who were very poor historical analysts—who always seemed to assume that because a thing had turned out badly, it should always be shunned, or because a thing had turned out well, it should always be repeated.

This is history by simplistic analogy. We get too much of it in the immigration debates of today.

Let me attempt a much too sketchy illustration. Two very wide-spread contemporary assumptions, probably valid down our historical experience, are now, it seems to me, untenable; things have changed.

The first of these assumptions is that the influx of additional population is beneficial to American society. Though not everyone comes to this realization at the same speed, it is increasingly clear that this is not so.

I acknowledge that this is a vast and complex subject, but an alert legislator, who has followed the studies and report of the 1972 population commission, of the recent Global 2000 report which derived from an impressive interagency effort, not to speak of the thousands of more specialized studies of the population dimension in the American future, of which the best summary is Gerald O. Barney, editorial,

"The Unfinished Agenda"—that legislator who has a speaking acquaintance with these studies will know that the continent that absorbed the waves of immigration prior to World War I is now packed with a more numerous and ecologically destructive human population which even without immigration will grow for another 50 years.

A good case can be made that there are too many Americans already, for the margins of environmental safety and the standards of life which we wish to secure.

Certainly President Nixon's commission concluded this in 1972, and there are more of us today than then.

Perhaps in Washington there is the view that the only shortages are dollars and apartments, but any citizen knows that this Nation is pressing against the edges of many of our resources and our supporting environment.

Newsweek, on February 23, 1981, for example, ran a long essay on "The Browning of America," charting the water shortage that afflicts much of the Nation from west to east.

Energy is short, water is short, housing and land are short—but we must break into such language, as did Garrett Hardin, and point out that we have not so much a resource shortage as a people longage.

Time has fundamentally altered our circumstances. Immigration is now at the center of the question of American population size, matching the influence of domestic increase. This has not been historically the case in modern times.

If the alarms rung about large-scale immigration prior to World War I were largely exaggerated, that does not mean that they are to be so regarded today.

The second assumption which our history implants in the contemporary mind is equally false. That is: those who oppose large-scale immigration, who raise the immigration issue as a subject for "viewing with alarm," must be today, as they were in the distant past, bigots and nativists who did not wish to make room

for people different from themselves. But here, too, things have fundamentally changed.

The United States is a more ethnically diverse Nation today, has profoundly altered its basic racial and ethnic attitudes toward a more tolerant, multicultural pattern. Racism and nativism there may be, but they are on the defensive in our culture; "minorities" are not defenseless victims, not under attack from the dominant culture as once they were.

We could assume, back down our past, that immigration restrictionists were nativists, perhaps also members of the Ku Klux Klan. We cannot do so today. Restrictionists are moved by considerations of economic and ecosystem viability, by love of the American environment, by obligation to the unborn—not by dislike of aliens.

We cannot dismiss their arguments on the old grounds, for they are not arising from the old grounds.

Thus, I would suggest that our history on the immigration issue is a poor guide for contemporary policymakers. The past is often misleading, if we simplistically assume that it repeats itself.

But is there no more that the historian can tell you, beyond that some things have changed, and that the most prominent of these—the population/resource/environmental relationship and the source and nature of contemporary restrictionism—have transformed the issue and require us to look at it in a new way?

When you make immigration policy, you are making population policy for the United States, shaping the civil rights movement, influencing the economic structure.

Would you prescribe for such a society, in such a world, a population policy permitting the entrance of 800,000 annual legal migrants [as present policy permits] with an open end for additional refugee admissions, along with an

unofficial policy of such porous borders that literally any number can enter and routinely as many enter around the official channels as through them?

You would certainly not, as legislators, approve a policy that would lead to such drastic population consequences, estimated by Leon Bouvier at between 100 and 300 million more Americans in 100 years than we would have in the absence of immigration.

But that is the immigration policy we have today, thus the population policy we have today. That is the larger context which you must have firmly in mind.

Writing Prompt
History-General Immigration

Name _____

Writing Assignment

Imagine that it is 1981 and you are an educated citizen living in California. You are very interested in immigration and have just read the testimonies about immigration by Julian Simon, a professor of sociology, and Otis Graham, Jr., a professor of history. A friend asks you about some of the concerns about immigration in the country.

Write an essay in which you explain the most important ideas and issues your friend should understand. Your essay should be based on two major sources: (1) the general concepts and specific facts you know about American history, and especially what you know about immigration to this country; and (2) what you have learned from the readings.

Be sure to show the relationships among your ideas and facts.

Prior Knowledge Measure
History-Asian Immigration

Name _____

How Much Do You Know About U.S. History?

Directions: This is a list of terms related to U.S. history. Many of them are related to 19th century Asian immigration, but some of them are from other periods in U.S. history.

In the space after each term, write down what comes to mind when you think of that term in the context of U.S. history. A brief definition would be acceptable, or a brief explanation of why that person, place, or thing was important. If the term is general, such as "Civil rights," give both a general definition and a specific example of how the term fits into U.S. history, if you can.

Good Example: CIVIL RIGHTS—*Rights guaranteed to all citizens regardless of race, sex, religion, etc. Blacks fought for their civil rights in the 1960s. Martin Luther King, Montgomery bus boycott.*

Do not define the term by simply restating the same words.

Bad Example: SURVIVAL OF THE FITTEST—*only the fittest survive.*

Even if you are not sure about your answer, but think you know something, feel free to guess.

There are probably more items here than you will be able to answer in the time given. Start with the ones you know best, and work quickly so that you can answer as many as possible. Then go back and answer the ones of which you are less sure. Do not spend too much time on one specific item.

1. Progressive Era _____

2. Japanese internment camps _____

3. Immigration Acts of 1920s _____

4. popular sovereignty _____

5. Gold Rush _____

6. working class _____

7. Americanization _____

8. Yellow Peril _____

9. Promontory Point, Utah _____

10. Gentlemen's Agreement _____

11. nativism _____

12. Boston Tea Party _____

13. industrialization _____

14. Cold War _____

15. ethnicity _____

16. Manifest Destiny _____

17. naturalization _____

18. Chinese Exclusion Act of 1882 _____

19. "city upon the hill" _____

20. Unalienable Rights _____

Texts
History-Asian Immigration

Name _____

BROOKS-PIXLEY
Debate on Chinese Immigration*
1877

In the late 1800's and early 1900's there were different opinions and strong feelings about the immigration of various groups of people to the United States. The following texts concerning Chinese immigration are taken from a debate held in 1876 between Frank Pixley, the attorney representing the city of San Francisco, and B. S. Brooks, the attorney on behalf of the Chinese. Keep in mind that the texts were taken from a period in history when there was great apprehension and opposition to certain ethnic groups such as those immigrating from Asia. Be aware that the issues and language, though condensed, have not been altered in any way from the original debate.

FRANK M. PIXLEY

If I understand the scope of this investigation, a joint committee of the two houses of Congress is here for the purpose, as it were, of taking testimony, and reporting their conclusions to the Congress of the United States, in reference to the propriety of encouraging or restraining Chinese immigration from the Asiatic empire to this coast, and to this port of San Francisco. If I understand our position, we are here like as in a court, and we are required on the part of those who seek to oppose Chinese immigration to make a statement of our case, and what we expect to prove in that particular.

"For what purpose do they come? With the intention of remaining and making the United States their home, or returning to China when they have

* From Report of the Joint Special Committee to Investigate Chinese Immigration (Washington, Government Printing Office, 1877).

acquired a competence?" Our answer to "for what purpose do they come" is embraced in the single word "money." They come for coin. They come from poverty, from destitution, from low wages, from bad government, from a redundant and overwhelming population to a free government, to liberty, protection, labor, remunerative wages, and the object of their coming is that they may obtain here by their wages money enough to return and enjoy their accumulation in the land of their birth. It is in testimony, or will be, that two or three or four hundred dollars is a competency; five hundred dollars is independence; a thousand dollars is a liberal fortune. Upon it they may exist, because the cost of living is confined to but a few pence or a few cents a day.

"What kind of labor do they perform?" Mr. King will dilate upon this at greater length than I shall. I will only say that they perform all kinds of light labor, and that particularly which requires no capital; and they are expert in that which requires dextrous manipulations of the fingers—as the assorting of wool, working in silks, the rolling of cigars, and such matters as that. They are imitative and quick to learn and they have monopolized many of the branches of our industry. Laundry-work, cigar-making, slippers, sewing-machine labor, they have nearly monopolized. They are largely employed as domestic servants and as office-boys. In assorting and repacking teas, in silk and woolen manufactories, in fruit-picking, in gardening, in harvesting, in building levees for the restoration of tule lands, in railroad-building, in placer-mining, in basket-peddling of vegetables and fruits, in fishing and peddling fish, are among the most noted of their industries, and from these industries that I have named they have nearly driven out the entire white labor. They do not, as a rule, work in underground mines, nor in tunnels, nor in heavy stone-work. They are rarely found in the forest; they are rarely used as teamsters, for heavy hauling; and, as a rule, they never perform any work that is both heavy and dangerous, or that is heavy or dangerous. To say what they do, one of the strongest points is what they do not do. They have introduced into our State not one single one of the peculiar industries of China. In our earlier and gushing period over the Chinese, we said to ourselves: "They will introduce here the culture of tea and rice, and the manufacture of silks; we shall have all their curious industries, and all their new productions." Not one acre of land has yet been devoted to the culture of rice; not one shrub to the production of tea; not one single industry has been introduced, so far as I am advised, that is peculiar to the Chinese people.

"How does their employment affect white labor?" and here comes the question, "How does their employment affect our white labor?" We answer, and this is the burden of our arraignment of this Chinese immigration; it is not our sympathy for the wealthy classes, it is our sympathy for the labor classes, upon which, whatever may be our feelings, depends really the whole superstructure of our Government. The true American hero is the man who takes his dinner out in his tin plate, works all day, six days in the week, and brings his wages home for his wife to expend in the maintenance and education of the family, in their clothing and in their protection. Chinese labor drives this class of people from the field. It drives them to starvation. It is a competition that they cannot undertake. The white race, owing to centuries of physical treatment, is incompetent to enter upon the race. The man who labors in our streets and city, and in our country, has been, as have his fathers for generations before him, fed on meat and bread. He demands meat and bread to maintain his physical strength and his existence. Meat and bread command more money than labor will pay for at Chinese rates in any place in America, and especially in California. The Chinaman from generations has been in the habit of living upon rice, tea, dried fish, and desiccated vegetables. The kind of food which will support the Chinaman can in San Francisco be purchased for ten cents a day, and the kind of food which is required to support an American or European laborer cannot be bought for several times that amount. The American laborer has other matters that he may not set aside. He has a wife. The Chinaman is an adult male who has no wife, no family, no child. Our white laborers are, as a rule, married, and fathers and heads of families, and according to our mode of civilization the poorest laborer with the poorest wife must occupy a room by himself for his bed and must have at least another room to cook and eat in. If he has a boy and a girl growing to ages of puberty, the boy must have a room for himself and the girl must have a room for herself, and both must be separate from the parents' bed. It is the ingrained decency of our civilization. It is as impossible to change it as it is to change us from the worship of the Christian God to the heathen tablet. Chinamen in a double room like this would throw a partition through the center and build bunks on the side and lie down upon the floor. They would cook their tea and dried rice in a brazier not bigger than a spittoon. One hundred of them would live in this room, while the poorest Christian family of five in the State would think themselves crammed in double the space. In your minds you may drift off to see how this affects rents.

We admit that Chinese labor has contributed to the more speedy development of our material resources. We acknowledge the advantage it has been to certain industries, and that many individuals have become richer than they would expect for the presence of the Chinese. We admit their convenience to us as domestic servants. We do not represent the Chinese as wanting in many of the essentials of good citizens. The burden of our accusation against them is that they come in conflict with our labor interests; that they can never assimilate with us; that they are a perpetual, unchanging, and unchangeable alien element that can never become homogeneous; that their civilization is demoralizing and degrading to our people; that they degrade and dishonor labor; that they can never become citizens, and that an alien, degraded labor class, without desire of citizenship, without education, and without interest in the country it inhabits, is an element both demoralizing and dangerous to the community within which it exists.

B. S. BROOKS

I do not sympathize at all with the view of the subject which has been presented on the other side. The very people who raise all this clamor, who fill the halls, pass resolutions and elect delegates, would never have been in this country, if their views had prevailed. It seems strange to me that one class of emigrants should be permitted to rise against another class of emigrants, because they come in competition with *them*. I deny the right of any foreigner, who comes to this country, to do that. We permit them to come here. They come here by virtue of our laws. No foreigner has the right *as a foreigner*, simply to come into this country, and to establish himself and become an owner of the soil. It is *our law* which gives him that right. I have no sort of sympathy for the argument made by an Irishman, a German, or a foreigner of any nation, who has come here and been naturalized, and been made a citizen, and allowed to hold land, when he talks about *our* land being land for the *white* man, and says that this yellow colored man comes in competition with the white man. It is nothing to me if he does. I do not think it concerns the nation or humanity, or the world at large, that the yellow man's labor comes in competition with the black man's, the red man's, or the labor of any other man. I do not subscribe to the creed of my friend on the other side. I believe these men *have* souls. I believe in the common humanity and brotherhood of all men. I

do not claim any rights whatever as against a red man, or a black man, or a yellow man. If he can compete with me on a fair footing, let him compete. If he diminishes my earnings, I have no right to complain. He has as good a right to earn a living on God's footstool as I.

When a stream of water overflows its banks and becomes a flood, it is a terrible engine of destruction, but when it runs its natural course and is used and utilized, what can be more beneficent? The Chinese element is an element of prosperity, of future greatness, of wealth, but you can make an evil of it, as you can of anything. When you look at this matter, I think you will see that all that is noxious about it comes from ourselves, and not from the Chinese.

Until the land can be profitably used for the cultivation of grain, and until the grain can be got out to market, it is not open to the settlement of white families. As *pasture land*, this land will support about one white man to the thousand acres, and the herdsman who follows the cattle, has no family, and is a simple Bedouin. As *agricultural land*, this same land would support a *hundred* people to the 1,000 acres, and these not nomads, but families in homesteads, with villages, schools, and temples of the living God, whom the Chinamen and the Americans, some of them, worship. The effect of the railroads which the Chinese have built, is to convert these valleys from simple pasture lands into farm lands; to open them for white people.

There are about 5,000,000 acres under cultivation, as near as I can calculate it, in the State. There are about 5,000,000 acres more in a natural state which can be used in the same way. Now, the Chinamen have not only made homes and furnished employment for white men, but they have given a living, the bread and butter to 500,000 white men. That is the effect of the hundred thousand Chinamen here. I do not stand here to plead for these hundred thousand Chinamen. I stand here to plead for the interests of these 500,000 white men and women and children, and I will plead for them against their own wishes, if necessary.

I asked a former Surveyor General of this State to estimate the increase in the value of the property of this State created by Chinese labor in building railroads, and in reclaiming tule lands alone, and the amount he gave me is $289,700,000. That is the wealth which a hundred thousand Chinamen had added

to California. It is wealth owned, held and enjoyed by white men and not by Chinamen. The Chinamen do not carry it away with them; they could not, even if they wished to do so.

Many men have spoken to me, wishing me God speed, and said they must desert the country, without Chinese labor.

These men will come before you; I shall bring witnesses before you from all parts of the State, who stand high in the opinion of their fellow-citizens, and they will tell you that they cannot do without this labor, and that the State cannot do without it. It is not a question whether we are benefitting the Chinese, and whether they want to stay or go. If I had my will about it I would fence them in and not let them go, but that I acknowledge their right to go where they please. They pick the fruit and they pack the fruit. This is going to be one of the great interests of this State, and one that we must rely upon, and which I am glad to see is developing splendidly.

I shall show by testimony before you that the Chinese have added vastly to the wealth of the State, that they have opened homes for half a million of white people—five times their own number—and that there is ample scope in the future for them to go on doing the same thing; that we have only utilized some five millions acres of this vast domain, and that there are some 50,000,000 acres more which we can yet utilize, but we must introduce new industries.

I do not think the Chinamen are all angels, and I do not think everything about them is lovely. There are a great many things about every foreign people which I dislike. I have my American prejudices, but that would not cause me to do them injustice.

It is said that this is a terrible criminal element, but what is the state of our city? Here is a city of 250,000 inhabitants, a big city, and a commercial city. Every one knows that in a port vice congregates; and yet this whole city is kept in order by only 150 policemen.

After having heard some of the accounts of this terrible cesspool, you would think of course it requires at least 500 policemen to take care of it; but this whole

city has but 150 policemen. Yet, they make more arrests than any other 150 policemen probably in the world. I say, and I do not believe anybody will deny it who will inquire into the matter, that there is no city in the world of its size where property and life are as safe as in San Francisco. I think the statistics will show it. If you take the police report you will find that the arrests in the year are 20,180. That is pretty good for 150 policemen. Out of that number of arrests 7,643 are for drunkenness. More than one third are for drunkenness and not one of these is a Chinaman. I do not think any man ever saw a drunken Chinaman on our streets. I do not myself remember ever to have seen one during my entire residence in this country.

I will not detain the Committee longer than to say that on all these points we shall call witnesses, and the Committee will find that they are among the best people in the State of California, and those most competent to know the merits of this question.

Writing Prompt
History-Asian Immigration

Name _____

Writing Assignment

Imagine that it is 1876 and you are an educated citizen living in California. Because you are interested in immigration, you make a special trip to hear the debate about Chinese immigration between Frank Pixley, the attorney representing the city of San Francisco, and B. S. Brooks, the attorney on behalf of the Chinese. When you return home, your cousin asks you about some of the concerns about Asian immigration in the country.

Write an essay in which you explain the most important ideas and issues your cousin should understand. Your essay should be based on two major sources: (1) the general concepts and specific facts you know about American history, and especially what you know about Asian immigration to this country; and (2) what you have learned from the readings.

Be sure to show the relationships among your ideas and facts.

Prior Knowledge Measure
Geography

Name _____

How Much Do You Know About Geography?

Directions: This is a list of terms related to geography.

In the space after each term, write down what comes to mind when you think of that term in the context of geography. A brief definition would be acceptable, or a brief explanation of why that person, place, or thing is important. If the term is general, such as "hemisphere," give both a general definition and a specific example of how the term fits into geography, if you can.

Good Example: HEMISPHERE—*Half of a sphere or globe. The Earth is divided into Northern and Southern hemispheres by the equator and into Eastern and Western hemispheres by a meridian. The Eastern hemisphere contains Europe, Asia, Africa and Australia. The Western hemisphere contains the Americas and Oceania.*

Do not define the term by simply restating the same words.

Bad Example: SURVIVAL OF THE FITTEST—*Only the fittest survive.*

Even if you are not sure about your answer, but think you know something, feel free to guess.

There are probably more items here than you will be able to answer in the time given. Start with the ones you know best, and work quickly so that you can answer as many as possible. Then go back and answer the ones of which you are less sure. Do not spend too much time on one specific item.

1. culture _____

2. New England _____

3. Mojave Desert _____

4. indigenous people _____

5. population density _____

6. continent _____

7. Commonwealth of Independent States _____

8. Ellis Island _____

9. Southeast Asia _____

10. peninsula _____

11. urban _____

12. Great Lakes _____

13. migration _____

14. natural resources _____

15. Midwest _____

16. equator _____

17. biosphere _____

18. latitude _____

19. Central America _____

20. topography _____

Text
Geography

Name _____

Geography Task

The geography task piloted last spring used 8 maps as a source material illustrating the immigrant population distribution in the United States in 1920s. The contextualized prompt asked students to "explain the most important ideas and principles" about these maps to a friend who missed several geography classes.

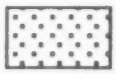
The source material has two variations compared with the specification outlined in the assessment model for American history. First, the source materials are maps, not texts. Second, there is no contrasting view provided.

"The field of geography is frequently divided into two distinct categories known as 'systematic geography' and 'regional geography.' Systematic geography is a study of some specific aspect of the subject, such as the physical, historical, human, or economic, largely from a single point of view. Regional geography, however, approaches the study of the subject by selecting an area of space that has some degree of common identity. The idea of regionalization, then, implies homogeneity within a region and heterogeneity among regions. In general, regional geography is complementary to systematic geography in that it attempts to bring the various systematic factors together to form a whole. There are, therefore, almost infinite possibilities of dividing the Earth into regions, depending upon the type of region to be formed. Systematic geography is usually the product of an analytical study: regional geography, a product of synthesis." From John W. Morris (Ed.) World geography, third edition, 1972.

Maps of Ethnic Concentrations in the United States, 1920*

This packet contains maps of America illustrating the population of various ethnic groups in the 1920s. The key for each of the maps is as follows:

KEY:
Percent of group's U.S. population by state


2-5%

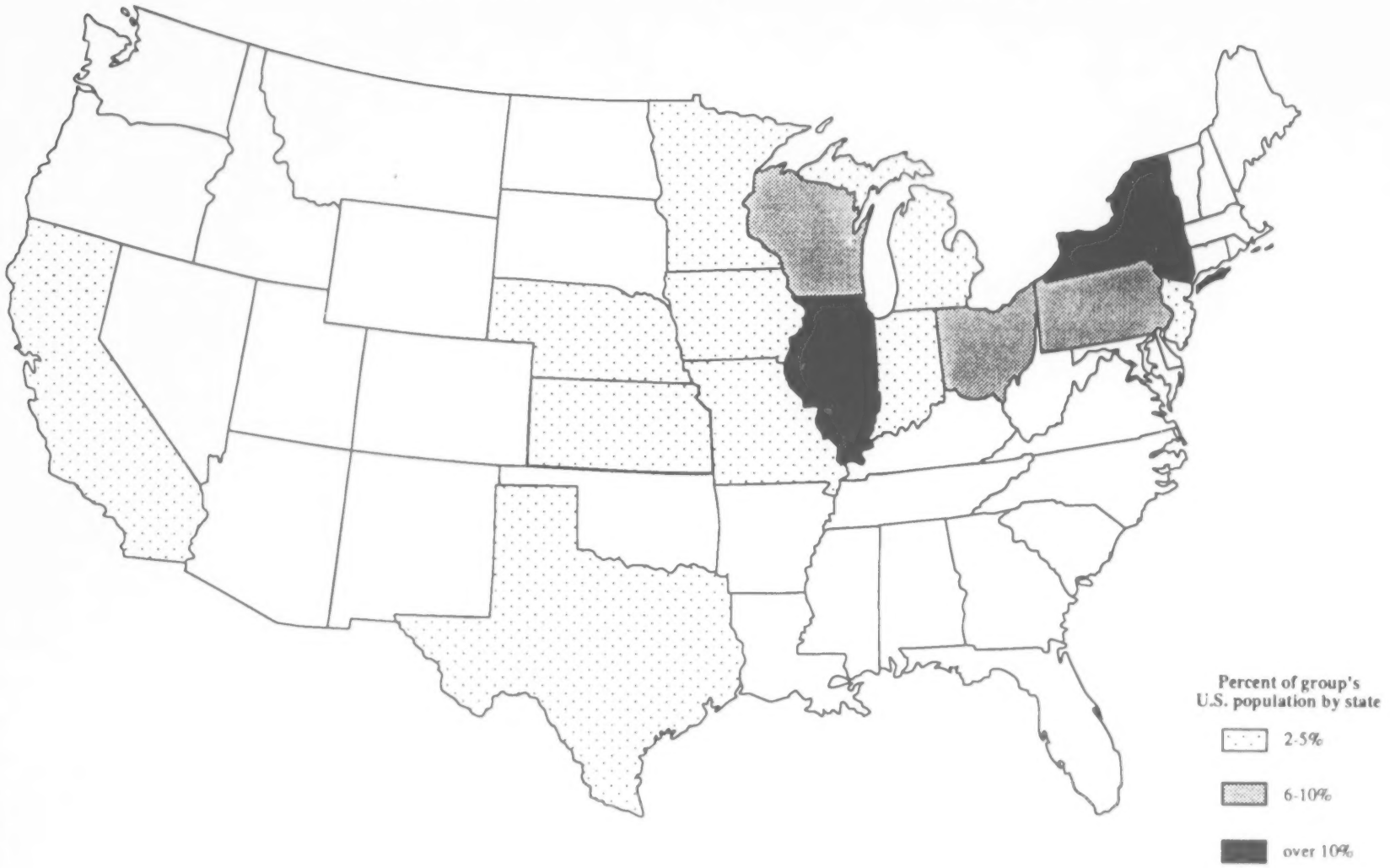
6-10%

over 10%

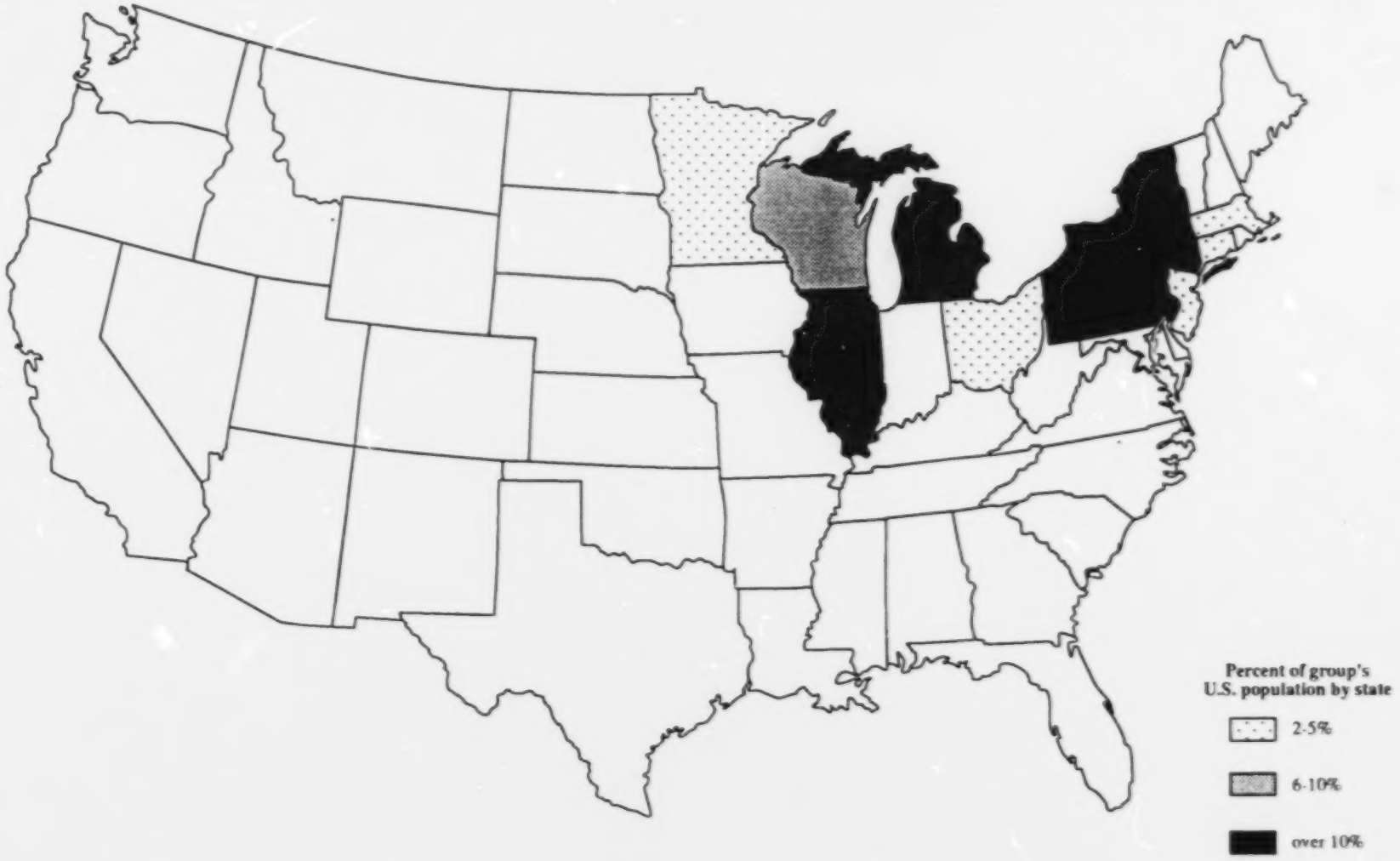
*These maps were adapted from Allen, J. P., & Turner, E. J. (1988). *We the people: An atlas of America's ethnic diversity.* New York: Macmillan.

Population of origin in Ireland, 1920

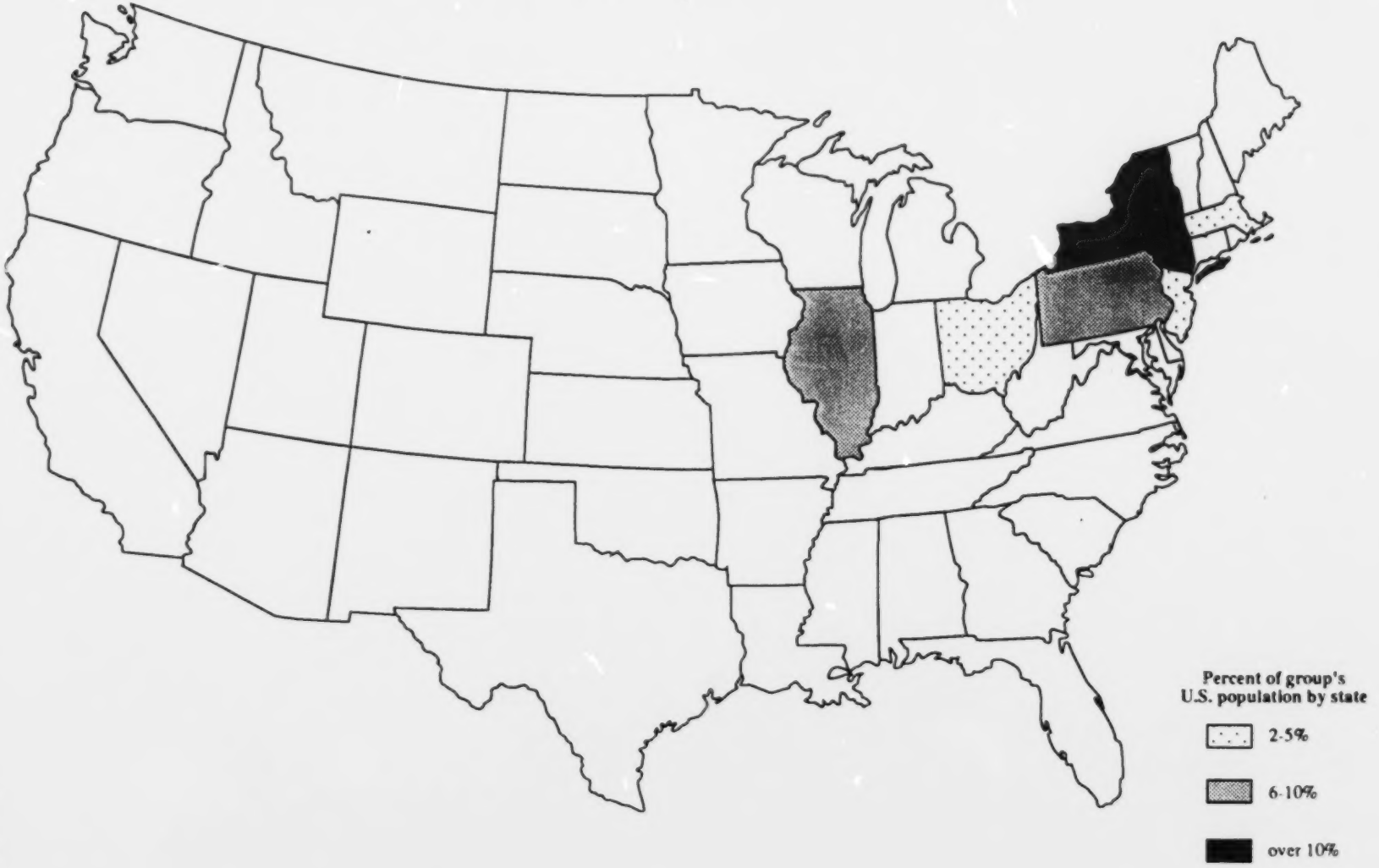
Population of origin in Germany, 1920



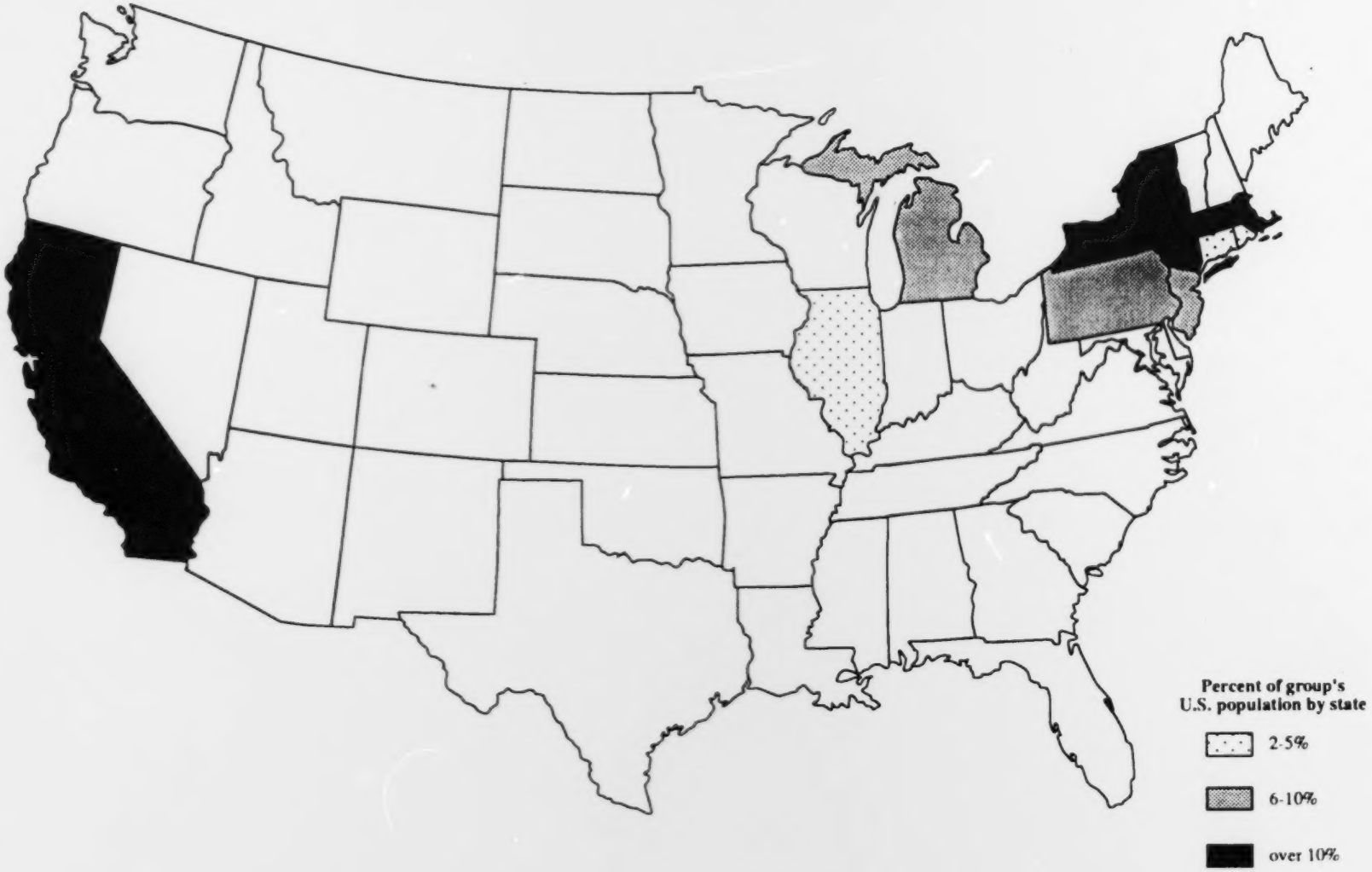
Population of origin in Poland, 1920



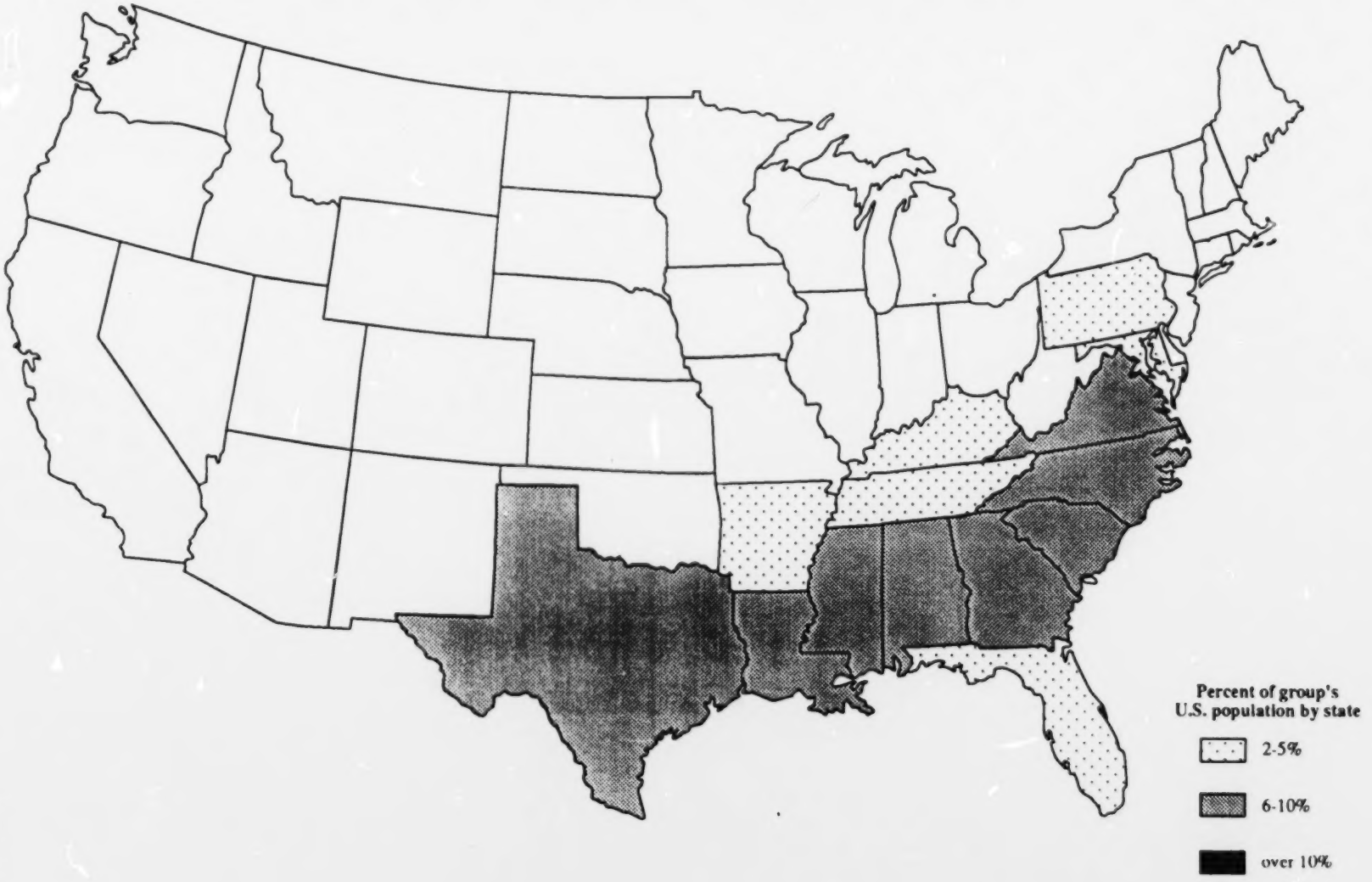
Estimated Jewish population, 1920



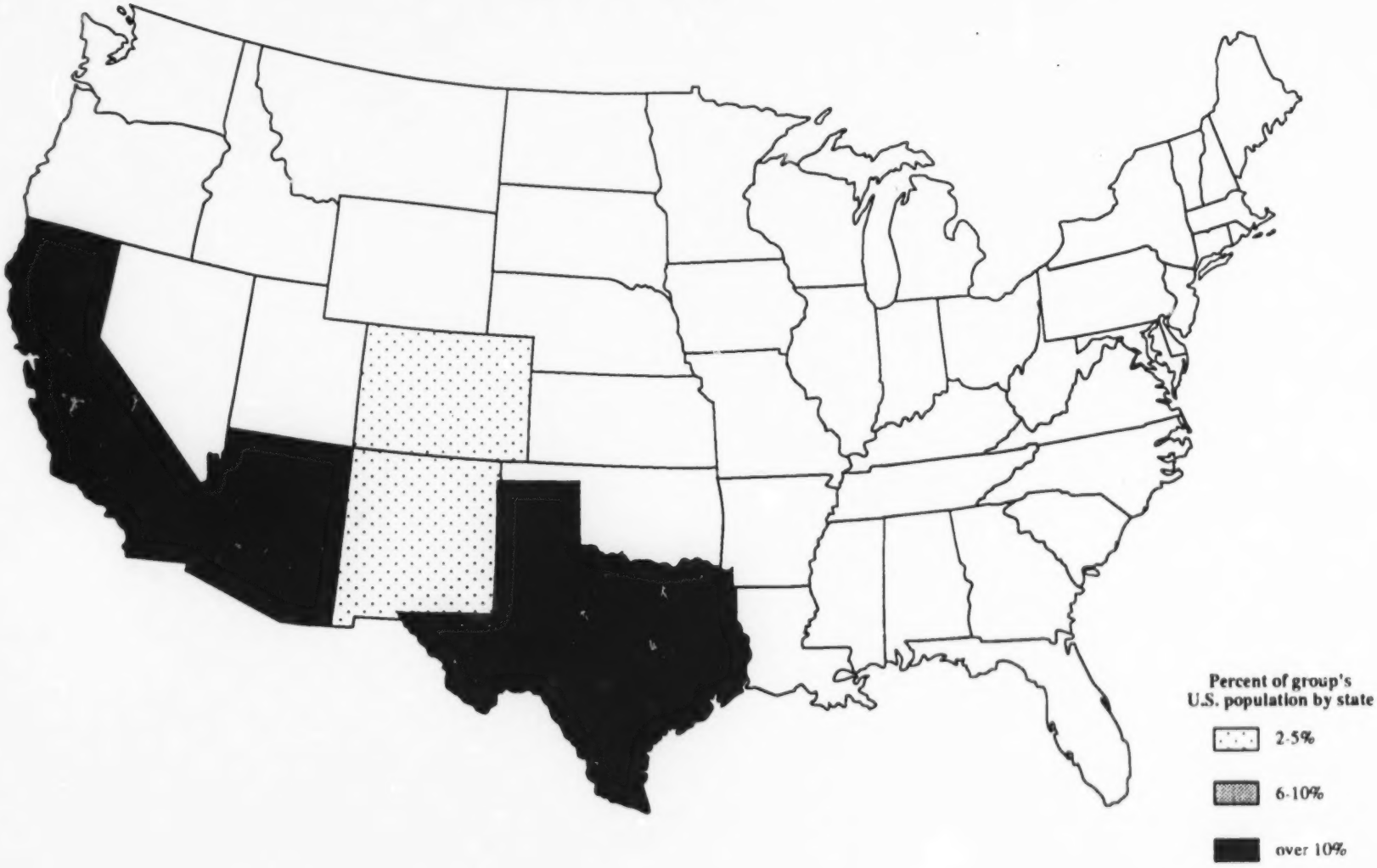
Population of origin in Armenia, 1920



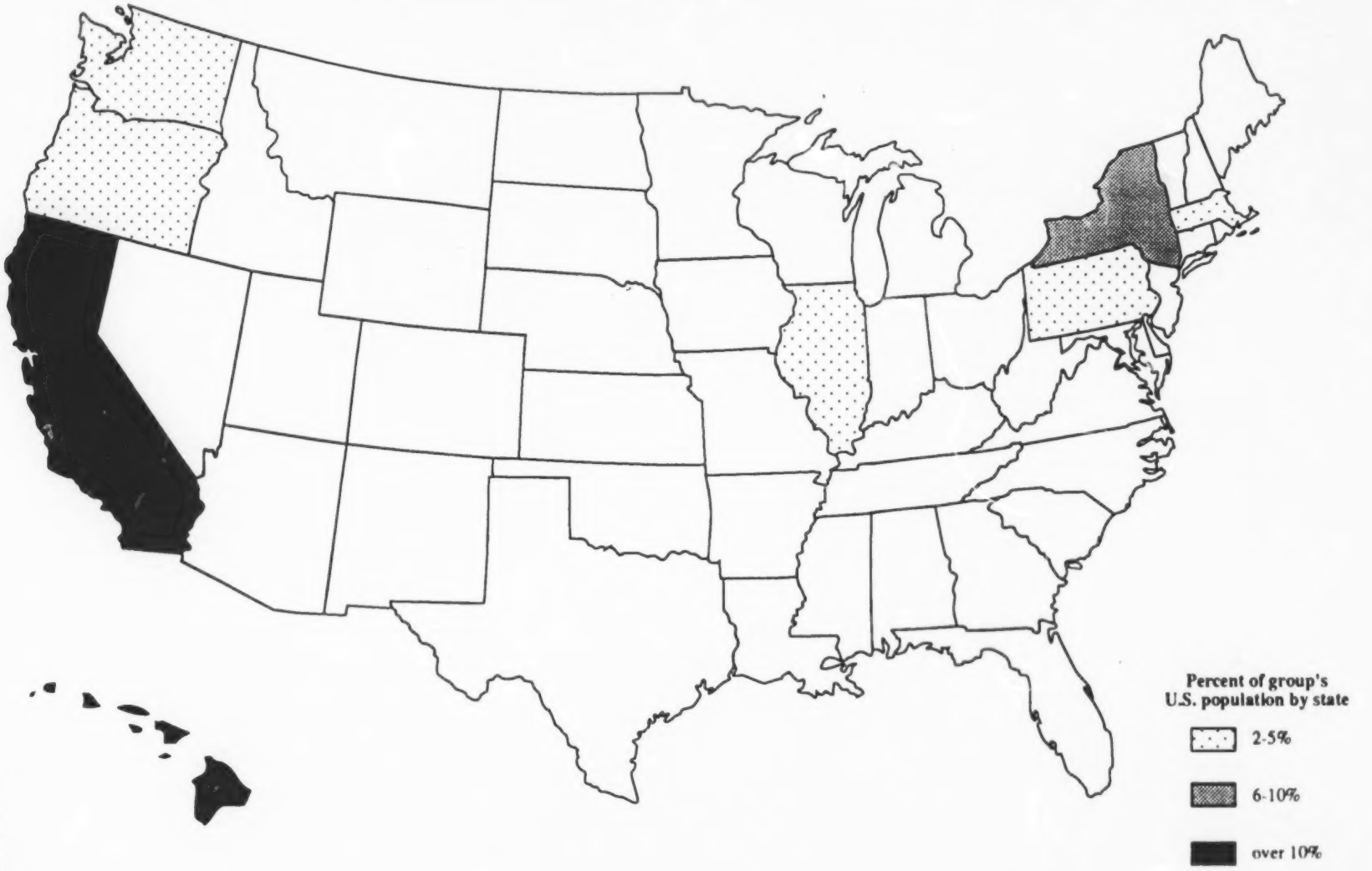
African-American population, 1920



Population of origin in Mexico, 1920



Population of origin in China, 1920



Japanese Population, 1920

Writing Prompt
Geography

Name _____

Writing Assignment

Imagine you are taking a geography class with a teacher who has just given you the maps that you studied and took notes on earlier.

Your class has been studying the principles and procedures used to read and interpret maps showing immigrant population distributions in the 1920s. One of your friends has missed several weeks of class because of illness and is worried about a major exam in geography that will be given in two weeks. This friend asks you to explain everything that she will need to know about the maps you have studied and how to interpret them.

Write an essay in which you explain the most important ideas and principles that your friend should understand about these maps. In your essay you should include general concepts and specific facts you know about geography, and incorporate your understanding of the maps and what they show about immigrant population distributions.

Be sure to show the relationships among the ideas, facts, and procedures you know.

Prior Knowledge Measure
Chemistry

Name _____

How Much Do You Know About Chemistry?

Directions: This is a list of terms related to high school chemistry. In the space after each term, write down what comes to mind drawing upon your knowledge of chemistry. A brief definition would be acceptable, or a brief explanation of why that law, principle, concept, or procedure is important in explaining chemical phenomena. If a term is general, give both a general definition as it relates to chemistry and a specific example to show your understanding, if you can.

Good Example: PERIODIC TABLE—*An arrangement of chemical elements based on the order of their atomic numbers. Shows variation in most of their properties. Shows a natural division of elements into metals and nonmetals, inert gases, atomic weights.*

Do not define the term by simply restating the same words.

Bad Example: ELECTRON LEVEL—*The level of the electron.*

Even if you are not sure about your answer, but think you know something, feel free to guess.

There are probably more items here than you will be able to answer in the time given. Start with the ones you know best, and work quickly so that you can answer as many as possible. Then go back and answer the ones of which you are less sure. Do not spend too much time on one specific item.

1. density _____

2. solubility test _____

3. conductivity _____

4. chemical reaction _____

5. base _____

6. nucleus _____

7. deductive reasoning _____

8. conservation of energy _____

9. precipitation _____

10. fructose _____

11. hypothesize _____

12. empirical formula _____

13. acid _____

14. experimental control _____

15. gas laws _____

16. compound _____

17. ion _____

18. indicator _____

19. quantitative analysis _____

20. hydration _____

Chemistry Demonstration:
Soda Task*

Name _____

As an introduction to chemical analysis, a high school chemistry teacher performed an experiment for her class. This is a description of what she did.

"I have two samples of soda," she told the class. "One is regular soda containing sugar and the other is diet soda which contains an artificial sweetener. I'm going to identify each sample as diet or regular by doing some chemical tests. As in any chemical testing, I won't allow myself to taste the samples but will base my decision solely on the chemical and physical properties of the two samples as determined by the tests."

She began by labeling the samples A and B to help her keep track of the sample she was testing. She then proceeded by saying, "Since we've been studying the properties of many different kinds of substances, we know that we often can identify an unknown substance by performing physical and chemical tests on the substance and observing reactions. For example, acids turn certain solutions pink, while alkalis turn them green, and neutral ingredients fail to change the color of the solution. Keeping in mind the chemical properties of sugar, I'm going to conduct the following tests: the yeast test, the benedict solution test, a test using sulfuric acid, a solubility test, a test using salt, and a residue test."

Her first test was the yeast test. She poured equal amounts of each soda into separate test tubes and labeled them A and B respectively. One soda reacted with the yeast to give off a distinctive odor as well as gas bubbles, and the other did not react in the same way.

Next she used a benedict solution test. She began by pouring the indicator (benedict solution) into three test tubes. She then added a portion of soda A to one test tube and an equal portion of soda B to another test tube, making sure to note on each test tube which soda was added. The third test tube was a control: nothing was added to the indicator in this test tube. She waited, knowing that some substances take a while to react with the indicator. Comparing the two test

tubes containing soda with the control, she pointed out that a reddish precipitate had formed in one of the test tubes.

For her next test, she mixed sulfuric acid with each of the sodas, handling the acid with extreme caution. She began by heating the sodas so that most of the liquid evaporated. Then as she added the sulfuric acid to each sample, she noticed that the acid reacted with one of the sodas to form a gooey brown substance.

To conduct the solubility test, she poured 100 ml of soda A and 100 ml of soda B into separate beakers and gradually added equal amounts of sugar to each soda. She stirred the sodas and waited 15 seconds to see if the sugar dissolved. She found that more sugar dissolved in one soda than the other.

Next she prepared new samples containing equal amounts of each soda and added equal amounts of salt to each sample. She noticed that as salt was added, one soda fizzed more than the other.

Finally, for the residue test, she placed 30 ml of each soda in separate test tubes, placed both tubes over a Bunsen burner and heated them until 15 ml evaporated from each. She noticed that more residue was left in one of the test tubes.

Upon completing the various tests, she made a chart of the results which looked like this:

	A	B
Yeast test	distinct odor gas bubbles	no odor; no bubbles
Benedict solution test	reddish precipitate	no precipitate
Sulfuric acid test	produced a gooey brown substance	no gooey brown substance
Solubility test	not much sugar dissolved	a lot of sugar dissolved
Salt test	not much fizzing	a lot of fizzing
Residue test	a lot of residue	not much residue

The teacher ended her demonstration by saying, "With your knowledge of the properties of sugar and the results of the tests, you now can determine which of these sodas is the regular and which is the diet."

**This task was adapted with permission from one developed and tested by the Connecticut State Department of Education.*

Writing Prompt
Chemistry

Name _____

Writing Assignment

Imagine you are taking a chemistry class with a teacher who has just given the demonstration of chemical analysis you read about earlier.

Since the start of the year, your class has been studying the principles and procedures used in chemical analysis. One of your friends has missed several weeks of class because of illness and is worried about a major exam in chemistry that will be given in two weeks. This friend asks you to explain everything that she will need to know for the exam.

Write an essay in which you explain the most important ideas and principles that your friend should understand. In your essay you should include general concepts and specific facts you know about chemistry, and especially what you know about chemical analysis or identifying unknown substances. You should also explain how the teacher's demonstration illustrates important principles of chemistry.

Be sure to show the relationships among the ideas, facts, and procedures you know.

Prior Knowledge Measure
Baking Task

Name _____

How Much Do You Know About Chemistry?

Directions: This is a list of terms related to high school chemistry. In the space after each term, write down what comes to mind drawing upon your knowledge of chemistry. A brief definition would be acceptable, or a brief explanation of why that law, principle, concept, or procedure is important in explaining chemical phenomena. If a term is general, give both a general definition as it relates to chemistry and a specific example to show your understanding, if you can.

Good Example: PERIODIC TABLE—*An arrangement of chemical elements based on the order of their atomic numbers. Shows variation in most of their properties. Shows a natural division of elements into metals and nonmetals, inert gases, atomic weights.*

Do not define the term by simply restating the same words.

Bad Example: ELECTRON LEVEL—*The level of the electron.*

Even if you are not sure about your answer, but think you know something, feel free to guess.

There are probably more items here than you will be able to answer in the time given. Start with the ones you know best, and work quickly so that you can answer as many as possible. Then go back and answer the ones of which you are less sure. Do not spend too much time on one specific item.

1. density _____

2. solubility test _____

3. conductivity _____

4. chemical reaction _____

5. base _____

6. nucleus _____

7. deductive reasoning _____

8. conservation of energy _____

9. precipitation _____

10. fructose _____

11. hypothesize _____

12. empirical formula _____

13. acid _____

14. experimental control _____

15. gas laws _____

16. compound _____

17. ion _____

18. indicator _____

19. quantitative analysis _____

20. hydration _____

Chemistry Demonstration
Science-Baking Task

Name _____

As an introduction to chemical analysis, a high school teacher performed an experiment for her class. This is a description of what she did: "I have five common cooking ingredients in these glass jars. I'm going to identify each ingredient as flour, icing sugar, bicarbonate of soda, cream of tartar, or salt by doing some chemical tests. As in any chemical testing, I won't allow myself to taste the samples but will base my decision solely on the chemical and physical properties of each of the five samples, as determined by the tests."

She began by labeling the jars A, B, C, D, and E to help her keep track of the ingredients she was testing. Next, she thought of the chemical characteristics that distinguish each ingredient, and tests that would ultimately enable her to determine the content of each jar. She decided on the following tests: the indicator test, the water test, and the gas test. She then drew a chart to help her keep track of the results.

She knew that some of the ingredients were acids, some alkalis, and some neutral—each would react differently to the liquid indicator: the acids turning the solution pink, the alkalis turning the solution green, and the neutral ingredients failing to change the color of the solution. She thus began the indicator test by pouring the liquid indicator into six separate containers. Into each container of indicator, she added a little of one of the five ingredients, making sure to note on each indicator container, which of the ingredients was added. The sixth container of indicator was her control: no ingredient was added to this indicator container. She stirred to dissolve the ingredients in the indicator solution, being careful to use different spoons for each ingredient to avoid contamination and falsification of the results. She waited, knowing that some substances take longer to react with the indicator. Noticing some changes in the solutions, she compared the color of the solution in each container to her control and noted the results on her chart.

It was time for the next test, the water test. She knew that some of the substances would dissolve in water and some would not. She placed equal amounts of each ingredient into separate containers, again making note of which ingredient was in each of the containers. She then added equal amounts of warm water to each, stirred, and left them for a few minutes to see which dissolved. Again she noted the results on her chart.

The gas test was her final test. She knew that when mixed with vinegar, some of the ingredients would produce carbon dioxide gas, and one way of determine whether or not carbon dioxide gas was produced was to run the gas through limewater and notice if the gas turned the limewater cloudy or not. She prepared her five limewater solutions and poured vinegar into five test-tubes, one for each ingredient to be added. She then labeled the limewater containers and test-tubes ahead of time. Proceeding one ingredient at a time, she did the following: she added a little of the ingredient, plugged the test-tube, and held the free end of the tubing in the limewater. She noticed the gas bubbling out of the tubing and into the limewater, determined whether or not there was resulting cloudiness, and recorded her results on her chart.

Upon completing her tests, she examined her chart which looked like this:

	A	B	C	D	E
Indicator test	acid	alkali	alkali	neutral	neutral
Water test	dissolved	dissolved	dissolved	did not	dissolved
Gas test	no gas	no gas	carbon dioxide	no gas	no gas

The teacher ended her demonstration by saying, "with your knowledge of the properties of the ingredients and the results of the tests, you can now conclude which of the ingredients is flour, icing sugar, bicarbonate of soda, cream of tartar, and salt."

Writing Prompt
Baking Task

Name _____

Writing Assignment

Imagine you are taking a chemistry class with a teacher who has just given the demonstration of chemical analysis you read about earlier.

Since the start of the year, your class has been studying the principles and procedures used in chemical analysis. One of your friends has missed several weeks of class because of illness and is worried about a major exam in chemistry that will be given in two weeks. This friend asks you to explain everything that she will need to know for the exam.

Write an essay in which you explain the most important ideas and principles that your friend should understand. In your essay you should include general concepts and specific facts you know about chemistry, and especially what you know about chemical analysis or identifying unknown substances. You should also explain how the teacher's demonstration illustrates important principles of chemistry.

Be sure to show the relationships among the ideas, facts, and procedures you know.

Content Assessment

Essay Scoring Rubric – History

1. General Impression Content Quality (GICQ)

How much does the student know about this historical period?
(0-5 point global rating: 0 = no response, 5 = highest level of understanding)

2. Principles/Concepts - Number (PN)

0 - no response
1 - no principles/concepts
2 - one principle/concept
3 - two principles/concepts
4 - three principles/concepts
5 - four principles/concepts

3. Prior Knowledge - Facts and Events (PK)

0 - no response
1 - no facts/events mentioned that are not found in the text of the debates
2 - one to two facts/events that are not found in the text of the debates
3 - three to four facts/events that are not found in the text of the debates
4 - five to six facts/events that are not found in the text of the debates
5 - seven or more facts/events that are not found in the text of the debates

4. Proportion of Text Detail (TEXT)

0 - no response
1 - no information from the text
2 - material from the text accounts for about 1/4 of the essay
3 - material from the text accounts for about 1/2 of the essay
4 - material from the text accounts for about 3/4 of the essay
5 - the essay uses or is based on material from the text only

5. Misconceptions (MIS)

0 - no response
1 - one or more serious misconceptions central to the essay
2 - at least one serious misconception
3 - several minor errors and/or a moderate misconception
4 - very minor error or misconception
5 - no misconceptions

6. Argumentation (A)

How well does the student integrate principles, prior knowledge, and text information to develop an argument or interpretation?
(0-5 point global rating: 0 = no response, 5 = highest level of integration)

Content Assessment

Essay Scoring Rubric – Geography

1. General Impression Content Quality (GICQ)

How much does the student know about this topic in geography?
(0-5 point global rating: 0 = no response, 5 = highest level of understanding)

2. Principles/Concepts - Number (PN)

0 - no response
1 - no principles/concepts
2 - one principle/concept
3 - two principles/concepts
4 - three principles/concepts
5 - four principles/concepts

3. Prior Knowledge - Facts and Events (PK)

0 - no response
1 - no facts/events mentioned that are not found in the source materials
2 - one to two facts/events that are not found in the source materials
3 - three to four facts/events that are not found in the source materials
4 - five to six facts/events that are not found in the source materials
5 - seven or more facts/events that are not found in the source materials

4. Proportion of Text Detail (TEXT)

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1 - no information from the source materials
2 - material from the source materials accounts for about 1/4 of the essay
3 - material from the source materials accounts for about 1/2 of the essay
4 - material from the source materials accounts for about 3/4 of the essay
5 - the essay uses or is based on material from the source materials only

5. Misconceptions (MIS)

0 - no response
1 - one or more serious misconceptions central to the essay
2 - at least one serious misconception
3 - several minor errors and/or a moderate misconception
4 - very minor error or misconception
5 - no misconceptions

6. Argumentation (A)

How well does the student integrate principles, prior knowledge, and information from the source materials to develop an argument or interpretation?
(0-5 point global rating: 0 = no response, 5 = highest level of integration)

Content Assessment

Essay Scoring Rubric – Science

1. General Impression Content Quality (GICQ)

How much does the student know about chemical analysis?
(0-5 point global rating: 0 = no response, 5 = highest level of understanding)

2. Principles/Concepts - Number (PN)

0 - no response
1 - no principles/concepts
2 - one principle/concept
3 - two principles/concepts
4 - three principles/concepts
5 - four principles/concepts

3. Prior Knowledge - Facts and Events (PK)

0 - no response
1 - no facts/events mentioned that are not found in the text
2 - one to two facts/events that are not found in the text
3 - three to four facts/events that are not found in the text
4 - five to six facts/events that are not found in the text
5 - seven or more facts/events that are not found in the text

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(0-5 point global rating: 0 = no response, 5 = highest level of integration)